

WORKSHOP TWO

Activating for Change

Guidance Notes



SLIDE 2: PLAN FOR TODAY

- Agree workshop ground rules, make sure everyone is onboard and feels comfortable.
- How we work: 100% unembarrassable; we ask that you are respectful of one another today; no obligation to participate - nip to the loo if you need to at any point; we are not making judgements about your lives/what might be relevant - we appreciate some info today will not be relevant to you now or ever, and some information may be new to some people but not to others; but hopefully there will be something for everyone today. As per your usual lessons the sessions will be confidential unless we had a safeguarding concern in which case we would just pass that onto the person that needs to know.

SLIDE 3: QUIZ

- Who are these people and what do they have in common?
- The following people can be updated with more contemporary examples of activists over time and/or they can be replaced/supplemented with examples of well-known community-based activists. Ensure different genders are represented and people from minoritised ethnic groups.

SLIDE 4: MARCUS RASHFORD (HIDDEN)

SLIDE 5: GRETA THUNBERG (HIDDEN)

SLIDE 6: MALALA YOUSAFZAI (HIDDEN)

SLIDE 7: MALALA, MARCUS & GRETA

SLIDE 8: WHAT IS ACTIVISM?

Discuss with your partner for one minute what activism is and who activists are.

SLIDE 9: WHAT IS ACTIVISM?

- **Activism** can mean many different things to different people. Essentially it's about creating change within our communities often for those who receive unequal treatment within society.
- **Important** to emphasise that anyone can be an activist - you don't have to be well known like Marcus Rashford to start a campaign, - and activism can involve '**everyday**' actions, e.g., sharing a story of injustice on social media, standing up to a harasser on the street or being an active bystander, when you witness someone else being harassed on or offline. In fact, many activist campaigns are 'leaderless', e.g., #BlackLivesMatter and #MeToo, where the focus is on the cause and there is no visible figurehead.

SLIDE 10: THE BYSTANDER EFFECT

- **The bystander effect** (or bystander apathy) occurs when the presence of others discourages an individual from intervening in an emergency situation or when a person is in distress.
- When an emergency situation occurs, observers are more likely to take action if there are few or no other witnesses.
- Being part of a crowd has the effect that no single person has to take responsibility for an action (or inaction).
- People assume that someone else will intervene, they don't know how to take action, or feel 'it's not my responsibility', fear escalation, etc. and therefore delegate responsibility to others.

SLIDE 11: HOW TO BE AN ACTIVE BYSTANDER

- Many activist groups, like Hollaback!, see bystander intervention as a key form of activism for challenging sexual and gender-based violence and other forms of injustice like racism. Hollaback! is an activist group that began in New York as a story-sharing blog to resist street harassment. It quickly expanded into a global movement which now tackles all forms of harassment including digital harassment. Hollaback!'s HeartMob platform seeks to help online victim-survivors of digital harassment and abuse.
- Hollaback! has been developing tools since 2012 to help people intervene when they witness street harassment. Street harassment and gender discrimination are huge societal issues that need to be addressed and we all have a responsibility to do something about them, but too often we freeze because we don't know what to do. Hollaback! has trained 32,600 people in bystander intervention using their 5Ds to safe intervention: Distract, Delegate, Document, Delay and Direct.
- Being an active bystander means being aware of when someone's behaviour is inappropriate or threatening (online or offline) and choosing to challenge it. If you do not feel comfortable doing this directly, then get someone to help you, such as a friend or someone in authority.
- Research shows that bystander intervention can be an effective way of stopping sexual assault before it happens, as bystanders play a key role in preventing, discouraging, and/or intervening when an act of violence has the potential to occur.
- **Before stepping in, assess for safety.** Remember, **your personal safety is a priority** – never put yourself at risk. It's safer to call out behaviour or intervene in a group. If this is not an option, report it to others who can act.
- **How you can intervene safely** online and offline: remember **Hollaback!'s 5Ds** to safe intervention – Distract, Delegate, Document, Delay and Direct.

SLIDE 12: HOW TO BE AN ACTIVE BYSTANDER – THE 5DS

1. **Distract** - The aim here is simply to derail the incident by interrupting it. The idea is to ignore the harasser and engage directly with the person who is being targeted. Don't talk about or refer to the harassment. Instead, talk about something completely unrelated. E.g., you could pretend to know the person being targeted and say they need to take a phone call or you need to speak to them, or you could ask them for directions or the time - any excuse to get them away safely.

2. **Delegate** - Ask for assistance, for a resource, or for help from a third party. Seek someone such as an authority figure, like a teacher to intervene in the situation.
3. **Document** - take screenshots/photos and screen recordings to provide a helpful testament to someone's experience if you suspect or detect that they are in harm's way. Make sure it is safe to do so. Afterwards, ask the person who experienced harm what they would like to do with the documentation. **Never post or share a video without the consent of the person being harmed.** Putting a video (or even a picture) online can expose the person who was harassed/abused and may also trigger the involvement of the police or institutional processes even when the person harmed doesn't want that.
4. **Delay** - if the situation is too dangerous to challenge, just walk away. Wait for the situation to pass and then ask the person who was harassed if they're okay or report it later. It's never too late to act.
5. **Direct Action** - Directly intervene by confronting the situation and calling out negative behaviour. Tell the person to stop or ask the victim-survivor if they're OK. Be polite and stay calm, don't aggravate the situation. **This tactic can be risky:** the harasser may redirect their abuse towards you and may escalate the situation. **Before you decide to respond directly, assess the situation:** Are you physically safe? Is the person being harassed physically safe? Does it seem unlikely that the situation will escalate? Can you tell if the person being harassed wants someone to speak up? **Direct action is safer when you are in a group.**

SLIDE 13: SCENARIO 1

- Divide the class into groups of six and get them to discuss **one** scenario for five minutes (groups one and two: discuss scenario 1, groups three and four: scenario 2 and groups four and five: scenario 3). Ask them to think about how they would **use the 5Ds** to be an active bystander in these situations.
- Ask the groups to report back to the class - maybe ask for two people from each group to act as spokespeople to ensure engagement.

SLIDE 14: SCENARIO 2

SLIDE 15: SCENARIO 3

SLIDE 16: HOW CAN WE CHALLENGE SEXUAL AND GENDER-BASED VIOLENCE THROUGH ACTIVISM?

- **Post it note exercise:** in small groups, ask students to suggest things that these different spheres of influence could change.
- To maintain engagement, delegate students from each group a specific task, e.g., get students from each group to collect post-its for a specific category and ask them to stick them on the wall according to the nominated category (you and your friends, family, school, social media platforms, society/ government).
- Briefly feedback on common themes collected on the post-its (5 minutes).

Discussion points:

- Be sure to raise things like being an ally – you don't have to experience sexual and gender-based violence to be an ally – to listen to someone's experience, take them seriously. Tie into being an active bystander.
- You can also harness digital tools to start campaigns like Everyone's Invited and #MeToo.

SLIDE 17: HOW WE CAN CHALLENGE SEXUAL AND GENDER-BASED VIOLENCE

- Focus on students' experiences but use this slide as a prompt.
- **Note:** this slide will be provided as a handout.

SLIDE 18: SHARING STORIES ONLINE

- Everyone's Invited, like many other campaigns against sexual and gender-based violence, typically began with young women and girls sharing their experiences of sexual and gender-based violence online, e.g., street harassment and sexual assault.
- These online platforms are often seen as safe spaces for victims/survivors to share their stories because they can do so anonymously in ways they often cannot do offline, and get support from those that may have faced similar experiences.
- Sharing stories is important for raising awareness of sexual and gender-based violence and for creating policy and cultural change.
- Anyone with access to digital technologies can share their story online and/or provide solidarity to victims/survivors of sexual gender-based violence.

SLIDE 19: DIGITAL DEFENCE STRATEGIES

Note: this slide will be provided as a handout.

- **Blocking:** If you've received unwanted content on social media, you should do the same thing. Blocking a user means they virtually do not exist anymore. Don't be ashamed or afraid to do this at any point - remember to put your well-being first.
- **Muting:** The person's posts and stories will no longer show up in your feed, but they'll still be able to see your posts, and you can visit each other's account pages. Could be useful if a peer/Instagram follower.
- **Reporting:** Report users or particular comments/images to the platform in question and/or to school, police, etc. Each platform has different reporting processes in place and all of these can be found by googling 'Snapchat report abuse', 'Instagram report abuse', 'Twitter report abuse', etc.
- **Having multiple accounts:** Have a personal account with your name attached (e.g. on Snapchat) and a separate Twitter account to talk about activism or a particular issue (potentially anonymous).
- **Anonymity:** Often used to speak about issues where people fear they would be judged harshly or feel incapable of talking about offline.
- **Online privacy:** Includes understanding how to use privacy settings on social media platforms and being able to identify fake profiles.

SLIDE 20: SELF CARE STRATEGIES

Note: this slide will be provided as a handout.

- Take time to look after yourself: do things that make you feel content, for instance, seeing friends, listening to music, having a bath, making use of mindfulness apps like Headspace.
- Curate your social media pages/feeds. Curating your feed is being mindful and deliberate about the content you're consuming, e.g., being intentional about the people, groups, and pages you follow; unfollowing people who post things that make you anxious or sad; and following people who post things that make you feel good.
- Similarly, be mindful of which sites make you happy and stressed.
- Take regular breaks from social media and screen time.

SLIDE 21: SOME PLACES YOU CAN GO THROUGH TO TALK THINGS THROUGH

Note: this slide will be provided as a handout.

- Explain that someone might also want to report to the police (they don't have to if they don't want to) - and they can get extra support with this from the first four organisations on this list with either deciding whether they want to report or not, or help navigating the criminal justice system.
- For some forms of sexual and gender-based violence, like street harassment, there are currently no formal reporting systems or organisations that people can report to, but they can share their stories of street harassment and sexual assault, and get solidarity from other victims/survivors via websites like Everyone's Invited, Stop Street Harassment and the Everyday Sexism Project. These offer safe spaces for victims/survivors to share their stories anonymously and they provide information, advice, help and resources on sexual and gender-based violence.
- Explain that students can also block and report harmful and/or unwanted content on social media platforms and that they can talk to their parents, friends and trusted adults.

SLIDE 22: ACTIVISM AND ART

- **Important:** ensure there is sufficient time to run this activity.
- 5-10 minute activity: Divide students into small groups and ask them to provide examples of activist art, memes, hashtags etc. they are aware of and/or give them a template and ask them to create a meme or hashtag to tackle the issue of sexual and gender-based violence, e.g., to make the issue visible, to challenge common misconceptions of sexual and gender-based violence, or to foster solidarity and community-building among victims/survivors.
- Get them to think about what makes an effective hashtag campaign, e.g., using clear, concise and easy to understand messaging, combining no more than 3-4 words.
- When observing groups, ask how they found out about any examples of accounts, hashtags, influencers etc. they note down.

SLIDE 23 - SURVEY**Important:**

- Ensure there is sufficient time at the end of the session for students to complete the survey and ask students to answer **all** the questions.
- Link to survey: www.ascl.org.uk/ibsha/w2/surveys