



A resource kit for teen girls interrupting sexual harassment in their schools & communities

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PROJECT OVERVIEW

Who are LevelUp?

LevelUp are a feminist organisation who officially launched in January 2018 following a crowdfunding campaign. Our mission is to build a community of feminists who can work together to end sexism in the UK. LevelUp's vision is a world where everyone is free to achieve their potential regardless of their gender.

LevelUp's core values are:

- **A membership from all walks of life.** Our race, class, sexuality, gender identity and ability affect our experiences of sexism, and we run campaigns that take that into account.
- **Making feminism easy to understand:** Plenty of people care about gender equality who haven't read lots of feminist theory or been involved in activism. LevelUp is the place for them.
- **Fun:** Living with sexism can be tiring. We want to make campaigning as fun and enjoyable as possible and try not to take ourselves too seriously all the time.

In September 2019, LevelUp paused public activity to consolidate our learnings from the last year and nine months. A full overview of the various campaigns that were undertaken during that time can be found here: <https://www.welevelup.org/campaigns>

Who are Rosa?

Rosa is a charitable fund set up to support initiatives that benefit women and girls in the UK. Because, while many women and girls here do enjoy freedom of choice and the opportunity for success in their lives, that's simply not true for all. Their vision is of equality and justice for all women and girls in the UK.

Women aren't short of ideas to help create positive change in their lives, but they are often short of the funding needed to turn those ideas into reality. That's why Rosa was launched in 2008 following ten years of research and consultations which established a critical need for a UK-wide fund to mobilise resources for women's rights and equality.

What was the project?

In April 2019, LevelUp received a grant from the Rosa fund to deliver workshops on empowering working-class and BME self-identifying girls to identify and fight sexual harassment directly within their communities. The funding was for three in-person workshops, one webinar, and creation of online resources to ensure learnings from the project could be shared.

The broad objectives were:

- To share and discuss a template workshop for engaging teenage girls to fight sexual harassment, including explanation of pedagogical underpinnings and values
- To develop a shared understanding of transformative and community-based solutions to sexual harassment
- To share learnings from the workshop delivery, provide tips and answer questions

PROJECT VALUES: OVERVIEW AND RESOURCES

Essential to the project's development and success were three core principles:

- Intersectional Feminism
- Transformative Justice approaches to tackling violence
- Those who identify as girls or non-binary already have power, they don't need to ask for it

Intersectional feminism

Intersectional feminism, or intersectionality, originates from a wealth of black feminist texts but is largely linked to the lawyer and civil rights advocate Kimberlé Crenshaw. Taking an intersectional approach means understanding the way different oppressions are connected.

In her 1989 text 'Demarginalizing the Intersection of Race and Sex', Crenshaw offers the following metaphor in relation to the importance of intersectionality, or taking an intersectional approach to lived experience and the struggle against multiple oppressions as opposed to simply gender:

"Consider an analogy to traffic in an intersection, coming and going in all four directions. Discrimination, like traffic through an intersection, may flow in one direction, and it may flow in another. If an accident happens in an intersection, it can be caused by cars traveling from any number of directions and, sometimes, from all of them. Similarly, if a Black woman is harmed because she is in the intersection, her injury could result from sex discrimination or race discrimination." ¹

It is important to understand that intersectional feminism shares a different values base to the essentialist brand of feminism abundant among those often described as 'radical feminists' of the 1970's ². **Intersectional feminism aims to challenge the essentialist, traditionally solely gender-focused lens that only understands oppression along a single-axis framework.** Oppression is multi-faceted. While gender-based oppression is an important lens to view all violence and harms through, intersectional feminism understands that gender is not the root of all harm; and that instead there is what Patricia Hill Collins calls a 'matrix of domination'. ³

In a 2017 interview Crenshaw noted that 'intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects. It's not simply that there's a race problem here, a gender problem here, and a class or LGBTQ problem there. Many times that framework erases what happens to people who are subject to all of these things' ⁴, and it is this quote which summarises best why intersectional feminism was so important to this project as a value – even before recruitment began.

¹ Kimberlé Crenshaw, 'Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics' (1989) 1989 University of Chicago Legal Forum 139, 149.

² Crenshaw (n 1); Combahee River Collective, 'The Combahee River Collective Statement' [1983] Home girls: A Black feminist anthology 272.

³ Patricia Hill Collins, Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment (2nd edn, Routledge 2000) 18.

⁴ Kimberlé Crenshaw, 'Kimberlé Crenshaw on Intersectionality, More than Two Decades Later' (Columbia Law School) <<https://www.law.columbia.edu/pt-br/news/2017/06/kimberle-crenshaw-intersectionality>> accessed 29 December 2019.

Intersectional feminism as applied to this project

The project was grounded in awareness of the harm caused by one-dimensional approaches to ending violence. To end gender based violence, we must centre the views, needs and experiences of those who experience intersecting harm; and consequently provide solutions that are creative and perhaps less quantifiably successful but potentially more transformative. There was thus a focus on both distinct individual experiences and oppressions, and a drive to ensure those with intersecting experiences of oppression who are often left out of conversations were included. Therefore this project centred working class and BME self-identifying girls. This was held alongside a deep understanding that the criminal justice system is fundamentally flawed and cannot provide justice for the vast percentage of survivors of gender-based violence.

Transformative Justice Approaches to Tackling Violence

It is due to this project's grounding in intersectional feminist values that it simultaneously undertakes a pledge to fostering understandings and beliefs in Transformative Justice approaches to tackling violence. As noted by the US based group Generation FIVE, a group formally formed in 2000 who believe that it is possible to end the sexual abuse of children within five generations using a Transformative Justice framework, 'Transformative Justice is a response to the State's inability to provide justice on either individual or collective levels. Therefore...[it is] a model that responds to experiences of violence without relying on current State systems'.⁵

The criminal justice system in England and Wales is both dysfunctional and irreparable. This situation, referred to as a 'justice gap'⁶, is only worsening despite decades of feminist led reforms: conviction rates are falling, attrition is rising and re-traumatisation by the system remains widespread.⁷ These problems disproportionately affect survivors of violence who experience intersecting oppressions, who often face pervasive levels of abuse across the continuum of SV, but who rarely engage with the CJS or SV services.⁸

Drawing on a combination of personal, community, and structural components when responding to harm, Transformative Justice stands in contrast to both retributive and restorative justice. It strives to disrupt the individual, structural, and cultural causes of violence; 'using the power unleashed by the harm of a crime to let those most affected find truly creative, healing solutions'. Despite a long history of practical use in women of colour led groups across the Americas and some attempts in left-wing UK communities, TJ remains infrequently practiced in relation to everyday experiences of sexual violence.

⁵ Generation Five, 'Toward Transformative Justice: A Liberatory Approach to Child Sexual Abuse and Other Forms of Intimate and Community Violence' [2007] San Francisco, CA, Author.

⁶ Barbara Krahe and Jennifer Temkin, *Sexual Assault and the Justice Gap: A Question of Attitude* (Criminal Law Library) (Hart Publishing 2008).

⁷ Lesley McMillan, 'Publications and Research Outputs - Glasgow Caledonian University' (2018) [http://researchonline.gcu.ac.uk/portal/en/persons/lesley-mcmillan\(2885deda-50f9-48fc-985f-de8d61ae1a5d\)/publications.html](http://researchonline.gcu.ac.uk/portal/en/persons/lesley-mcmillan(2885deda-50f9-48fc-985f-de8d61ae1a5d)/publications.html) accessed 18 October 2018; Alexandra Topping, 'Prosecutors Urged to Ditch "weak" Rape Cases to Improve Figures' *The Guardian* (24 September 2018) <https://www.theguardian.com/law/2018/sep/24/prosecutors-rape-cases-cps-crown-prosecution-service-conviction-rates> accessed 2 October 2018; RCEW, 'Statistics - Sexual Violence' (2018) <https://rapecrisis.org.uk/get-informed/about-sexual-violence/statistics-sexual-violence/> accessed 29 December 2018

⁸ Ulla Beijer and others, 'Facets of Male Violence Against Women With Substance Abuse Problems: Women With a Residence and Homeless Women' (2018) 33 *Journal of Interpersonal Violence* 1391; Liz Kelly, *Surviving Sexual Violence* (Polity Press 1988).

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Those who identify as girls or non-binary have power, they don't need to ask for it

This final value stems from, and develops the first two – and we hope is fairly self-explanatory.

1. This value comes from the belief in lived experience, and the knowledge this imbues. It also bucks against conventional notions of empowerment, a word which as Gillian Love notes 'potentially carries traces of neo-colonialism in that empowerment is often positioned as something that privileged white women can bestow on underprivileged women'.¹²
2. As will be expanded on to a greater extent in relation to the pedagogical approach of this project, the idea that those who identify as girls or non-binary have power, and they don't need to ask for it, builds on the idea that **engaging with young people – or any person – must never re-enact harmful hierarchies.**

⁹ Dennis Sullivan and Larry Tifft, *Restorative Justice: Healing the Foundations of Our Everyday Lives* (Willow Tree Pr 2001) 94–97.

¹⁰ Ruth Morris, *Stories of Transformative Justice* (1st edn, 2000) 3.

¹¹ INCITE!, 'Community Accountability Working Document' (INCITE!, 1 August 2018) <https://incite-national.org/community-accountability-working-document/> accessed 13 September 2018; Julia Downes, "'It's Not the Abuse That Kills You, It's the Silence': The Silencing of Sexual Violence Activism in Social Justice Movements in the UK Left' (2017) 1 *Justice, Power and Resistance* 35; Melanie Brazzell, 'What Would Really Make Us Safe? Transformative Justice Approaches to Harm' https://www.academia.edu/31338091/What_would_really_make_us_safe_Transformative_Justice_Approaches_to_Harm accessed 8 September 2018; 'What Really Makes Us Safe?' <https://www.whatreallymakesussafe.com/#/about> accessed 8 November 2019.

¹² MISSING FOOTNOTE

RECRUITMENT: LEARNINGS

What we planned

Our aim was to reach out to schools across East London – the purpose being to engage with schools close to the LevelUp offices, which were based in a community building, to ensure the project was embedded in our local community. We wanted the project to include self identifying girls and gender non-conforming students from a range of schools, so as to ensure learnings from the project could be spread as widely as possible. We also hoped to foster community between different schools.

From speaking with other successful social justice youth groups we planned to recruit through presentations at schools, encouraging young people to apply to the project via a short online form. The purpose of this stage was to try and incentivise young people into engaging, by committing through the process of applying.

What we planned

To do this the project organisers first compiled a list of schools in the area, reached out to PSHE / Safeguarding / Healthy Relationships leads and asked to attend an assembly in June 2019.

Following engagement, one member of the team presented a 15-minute assembly at five schools – and asked anyone interested in attending the workshop in September 2019 to complete a short online application.

After the deadline closed, we only had one applicant. We decided to partner with a Salford-based group called RECLAIM to ensure the largest numbers.

What worked

Partnering with a youth organisation, RECLAIM (Manchester), with youth worker support. RECLAIM is a youth leadership and social change organisation that support and amplify the voices of young working class people.

What didn't work

Attempting to recruit directly through schools, and recruiting during summer term (when both teachers and pupils had an exams focus). The approach also requires long term roots within communities - which we didn't have for this project.

PEDAGOGY

Pedagogical Approach

Taking inspiration from the work of the US-based group Communities Against Rape and Abuse (CARA), in developing a pedagogical approach for this project we looked to Paulo Freire's Pedagogy of the Oppressed. This critical pedagogical approach shifts the aim of educative processes - rather than the purpose being to teach, the primary goal is dual, non-hierarchical, dialogical learning.

At the heart of this approach is the centring and sharing of the experiences of those who Freire calls the 'oppressed' alongside active reflection, so as to push for greater humanisation by challenging internalised oppression. It is co-intentional education, and is 'forged with not for'. Alongside this, the principles of adrienne maree brown's emergent strategy were also utilised; a praxis which includes the following elements: fractal, adaptive, decentralised, non-linear, iterative, transformative, and the push to create/imagine more possibilities.

Key to both these schools of pedagogy is care and love.

Pedagogical structure for workshop sessions

The first session was a full-day session - with a lot of time built into developing trust within the space. The latter two were after-school sessions and much more activity based.

Warm ups and check-ins were included in all sessions to facilitate feelings of safety in the spaces, shared expectations and comfort.

- The sessions began with a foundational space to share understandings around gender and gender discrimination. This was developed into a holistic understanding of harassment, consent and structural roots of violence.
- All the sessions came from a place of care, and of belief in the lived experiences of the participants. Essential to the workshops design was a desire to push for co-creation of new knowledge.
- All sessions were designed with the principles of emergent strategy in mind and were thus adaptive to the needs of those in attendance.

Learning objectives (LOs) for the project:

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Warm ups and check-ins were included in all sessions to facilitate feelings of safety in the spaces, shared expectations and comfort.

1) Harassment and gendered violence

- What is harassment – to us and to them
- How does it fit into the wider continuum of gender-based violence
- What are intersectional experiences of gender-based violence and harassment – to us and to them

2) What is preventive and transformative anti-violence work

- Exploring the norm re: responses – what are our lived experiences?
- Exploring how the norm and criminal justice approach does not work based on what we know and see
- Exploring what works for them and what our ideas are: bystander intervention

3) Power theories and how to make change happen

- Power mapping, identifying allies and routes to change
- Establishing the difference between strategy and tactics
- Being able to formulate a theory of change



SESSION ONE [LO1 AND LO2]: LEARNINGS & RESOURCES

About the workshop outlines

Importantly the below workshop outlines are simply that – outlines. They can be altered as much as is needed. Ultimately, you know the people you are working alongside better than us! The timings too are flexible, while we have blocked out 8 hours of time for LO1 and LO2 and delivered it in one day this could easily also be split across two different days.

Remember when delivering workshops to young people it is important to ensure there are lots of breaks and snacks, and also to hold that facilitation generally never runs on time. We often think we can do more than is possible – and that's ok - but it's also essential to not push the group too quickly.

Before putting on workshops such as the below, we also believe it is important that those who are planning to facilitate have a toolkit of potential exercises and activities that can be used. We have put some resources below!

About LO1 and LO2

The purpose of LO1 and LO2 are to ensure the group reach a place of mutual understanding and agreement about sexual violence and harassment. It must be a space for both sharing and challenging, and for feeling confident and comfortable enough to do both.

To facilitate this session, it is important to be aware that some in the group may wish to disclose their experiences of violence. It is therefore essential to clearly outline the safeguarding policy of the organisation you are based in during the introduction – this ensures that anyone who chooses to talk about their experiences knows what may happen if they do. This was one of the additional benefits of working with a youth organisation, who had youth workers in the room.

While the aim of this session is to learn together, your role as facilitator is to act as a guide. Consequently, a deep understanding of the sexual violence, sexual harassment and the ways that the criminal justice system does not work are essential. Before delivering this workshop it is very important that you have familiarised yourself with the various resources in this document, including watching the videos used in the workshop.

1) Introductory go around - [10 mins]

- Name / pronouns / how they are feeling about the day
- Hopes and fears on flip chart paper - why are we here!
- It is essential in this section to make it clear that the day is about mutual learning.
- Also make sure the group know that this is a day around sexual violence – no one has to stay in the room, they can leave whenever they want and support is here all day. Mention safeguarding policy.
- Bring some sort of self-care item to the group if possible, for example oils or semi-precious stones. Offer for participants to choose a stone and say why they chose it as a small ice-breaker.

2) Looking at comfort - [15 mins]

- a. Facilitator to have drawn a circle on the floor with thread in advance of this activity
- b. Facilitator to read statements out about we feel comfortable / uncomfortable
- c. If the statement is one we feel comfortable with step into the "comfort circle" - if the statement does not apply we are to step out of the "comfort circle"
 - Asking about my privilege
 - Being quiet and making space for others to speak
 - Asking people for help when I need it
 - Wearing whatever I want to wear
 - Discovering something about my behaviour that isn't positive
 - Focusing on my emotions
 - Listening to other people
 - Being wrong about something
 - Saying I'm sorry when I've done something wrong
 - Letting someone know that I disagree with them
 - Realising I've harmed someone
 - Changing my mind
 - Taking responsibility for my actions
 - Talking about my feelings with my friends
 - Talking about my race/ethnicity with my friends
 - Experiencing emotional discomfort
 - Moving around the room in workshops
 - Being a leader of change
 - Apologising when I make mistakes
 - Getting things wrong
- d. Aim of the exercise: to encourage participants that sometimes it is ok for us to step outside of our comfort zones, sometimes comfort zones are prescriptive and not transformative.
- e. After the exercise facilitator to open up a discussion - how did it feel to do this, to step outside of our comfort zones etc.

3) Safe space contracting - [10 mins]

- a. Off the back of the comfort zones exercise: ask what do we need from ourselves, from each other, from facilitators.
- b. While one facilitator holds the discussion the other writes the thoughts and feelings onto the flipchart paper.

4) Opinion Continuum and Myth Busting - [30 mins]

- a. Place statement in the centre of the room. Ask participants to stand as close to the statement if they agree and further away if they disagree. Feel free to move at any point as people are speaking if you feel swayed by their argument.
 1. Boys are inherently stronger and faster than girls
 2. Women are more maternal and caring than men
 3. Men are inherently more aggressive
 4. Men have a higher sex drive than women

- b. After that discussion has gone on for about 15 minutes. We introduce the myth-busting window. People have very different opinions on this but think that it's important to give you some facts. Take them over to the Myth-Busting Area. After each myth-busting fact (delivered by us), take a couple of points of why they think this is the case. And how the myth might make them feel – confirmation bias/isolation etc.

5) Gender Explosion Activity - [30]

- a. The whole group together sit in a circle and are given a blindfold or asked to close their eyes [importantly do not force any one to close their eyes, suggest they can look at the floor if closing their eyes does not feel safe].
- b. The series of statements below are read out to them slowly and they are asked to place a hand up if it applies to them. Space is given after each statement to allow the advocates to consider their responses.
- I think it's a nice thing for a stranger to complement me on my appearance in public
 - I have been squeamish about someone talking about their period
 - I have looked at a woman with natural hair and thought she would look better with a weave or a wig
 - I have thought that women with big muscles are ugly
 - I have thought that fat women shouldn't wear certain clothing
 - I have thought that a woman should dress more modestly
 - I have told a woman she should dress differently or wear something that would "show off her body"
 - I think women with long hair are more attractive
 - I believe that a guy shouldn't spend too long on his looks
 - I have laughed at a rape joke
 - I believe some women mix up sexual attention and harassment
 - I have made sexual comments to someone I didn't know
 - I believe that losing your virginity is bigger deal for a woman than a man
 - I think my ideas of sex have been formed in some way by my experiences of watching pornography
 - I have called someone a slut or a slag
 - I have praised someone for losing weight
 - I was taught that women shouldn't love sex or enjoy it too much
 - I have felt peer-pressure to engage in sexual activity
 - After hearing about a drunk woman who has been a victim of sexual violence, I've thought "she should have made better choices" or "she could have avoided it"
 - I have crossed the road to avoid a group of men sitting together
 - I think a man should always offer to walk a woman home
 - I have seen a man cry and thought that he was weak or that it simply didn't look right
 - I feel uncomfortable when I see or hear about female religious leaders
 - I have thought that a "stay at home father" is strange
 - I have thought that men are more likely to cheat on their girlfriends than girlfriends are to cheat on their boyfriends
 - I believe that real men pay on the first date
 - I have thought that a little kid might not be safe with a male child minder or doctor
 - I have been afraid to show kindness to someone in case they misunderstand my intentions
 - I have felt jealous when my partner hangs out with a friend who is the same gender as me
 - I believe that men should know where their wives or girlfriends are at all times
 - I have thought "why doesn't she just leave" when thinking about someone in an abusive relationship
 - I believe that men should always have the final say about decisions in their relationships
 - I would feel uncomfortable working for a woman boss
 - I have called myself a feminist in public

- c. Debrief discussion after - what do we think these views result in?
- d. Start to get the group to a place where they see the structural issues they experience - and question the extent of many different types of violence - bring in the notion of violence on a continuum

6) 15 min break

- a. Off the back of the comfort zones exercise: ask what do we need from ourselves, from each other, from facilitators.
- b. While one facilitator holds the discussion the other writes the thoughts and feelings onto the flipchart paper.

7) Give n Get Consent - [40 mins]

- a. Begin by exploring - what do we think is sex, what do we think is rape?
- b. Does anyone know the legal definitions:
 - 1. Explain limits of the law
 - 2. Legal def of rape
 - 3. Legal def of consent - unpick freedom and capacity
- c. Show videos of Kate, Chelsea and Gavin
- d. Discussions around each video after
- e. <http://www.rasasc.org.uk/wp/wp-content/uploads/2013/11/Give-n-Get-Consent-A-resource-for-teaching-sexual-consent-to-key-stages-3-and-4.pdf>
- f. Kate - <https://vimeo.com/137378393>
- g. Monique - <https://vimeo.com/137378388>
- h. Gavin - <https://vimeo.com/137378394>
- i. Explore the definition of consent
- j. ENSURE myth busting occurs in this section

8) Coercion exercise - [20 mins]

- a. One member of the group plays the "coercer" (A) and the other plays the person being coerced (B).
- b. A and B are told to act out the below roles - without telling anyone
- c. A has to try to get B to come to the cinema, in any way possible
- d. After this has finished - facilitators to lead a discussion around consent in this setting

9) What is harassment? [20 mins]

- a. Now have a discussion...what IS harassment
 - Show imkaan video 'i'd just like to be free' or this <https://www.facebook.com/PurpleDrum/videos/vb.557709377756173/753675938159515/?type=2&theater>

Then start to create a "definition of harassment" based on everything that we've spoken about: First create a definition using the words from the legal definition which are on post its:

- SECTION 5 OF THE PUBLIC ORDER ACT 1986 says: (1) A person is guilty of an offence if he (a) uses threatening, abusive or insulting words or behaviour, or disorderly behaviour, or (b) displays any writing, sign or other visible representation which is threatening, abusive or insulting.

- SECTION 4A OF THE PUBLIC ORDER ACT 1986 says: (1) A person is guilty of an offence if, with intent to cause a person harassment, alarm or distress, he (a) uses threatening, abusive or insulting words or behaviour, or disorderly behaviour, or (b) displays any writing, sign or other visible representation which is threatening, abusive or insulting thereby causing that or another person harassment, alarm or distress.
 - Under the Protection from Harassment Act 1997 it is an offence to 'pursue a course of conduct' that amounts to harassment. Specifically SECTION 1 says: (1) A person must not pursue a course of conduct (a) which amounts to harassment of another, and (b) which he knows or ought to know amounts to harassment of the other. In addition SECTION 2 confirms that "A person who pursues a course of conduct in breach of section 1 is guilty of an offence."
 - In the workplace, the law defines sexual harassment as: unwelcome verbal, visual, non-verbal or physical conduct of a sexual nature or based on someone's sex that is severe or pervasive and affects working conditions or creates a hostile work environment.
- a. Discuss our thoughts on legal definitions....
 - b. Back into groups and write our OWN definition
 - c. Start to lead the group to a place where they do not feel the law can work

10) LUNCH (1 hour)

- Before going to lunch, ask everyone to have a think over the break (not a big think) about what they think is needed to stop all of this

11) WHAT DO WE CURRENTLY DO TO PREVENT /SUPPORT (aka what doesn't work) - [30mins]

- a. Start by re-capping the definition of harassment
- b. THEN writing down on post its quickly what we think is needed
- c. BIG REVEAL - what is actually happening
- d. Facilitators to knowledge share about the realities of what is happening to respond to harassment - aka CJS focus - give stats of % of cases of SV that go to court etc.
- e. Get the group to a place where they can hold that the current systems aren't working

12) What do we need to do to change this / what do we want? - [30 mins]

- a. Ask the group - do we think VAWG and harassment is inevitable?
- b. Go back to our post-its and flesh these out a bit - potentially in small groups
- c. Get group to a place where they hold that we need to intervene when we see harm, that by standing is not ok, that we are all part of a host of different communities (e.g. school is a community) which we need to protect and improve whenever we can.

13) Bystander intervention exercise- 15:20 [40 mins]

- a. What does it look like to intervene?
- b. What is a bystander?
- c. Role plays

14) 15 min

15) Responding Transformatively - [35mins]

- a. VERY quickly introduce the concept of TJ
- b. Then practice - Facilitators to have written a number of harm based scenarios on pieces of paper
- c. Split group into small groups
- d. 10 mins on each scenario - how could we respond transformatively
- e. Come back together and share how it was

16) Closing - [10mins]

- a. Space for group to leave things in the space
- b. Homework section: task before we next meet up- what changes, who can make those changes [outcome = spectrum of allies, work out the stakeholders]
- c. What change you wanna make
- d. Who can help you make that change
- e. How to stay in touch: email support
- f. WhatsApp group:
- g. Closing go around

13) Bystander intervention exercise- 15:20 [40 mins]

- a. What does it look like to intervene?
- b. What is a bystander?
- c. Role plays

Resources:

- Flip chart paper
- Pens - markers and felt tips
- Aromatherapy oils and semi-precious stones (optional)
- Biro
- Blu tack
- Printing harassment definitions
- Paper
- Flip chart stand
- Post-its
- Laptop
- Projector
- Speaker
- HDMI cable
- Coloured wool thread
- Print outs:
- X 2 CJS stages
- TJ scenarios
- X2 workshop outlines
- X2 reading lists (to pass around at the end)
- 'Spectrum of allies' - enough copies for everyone

Our learnings from LO1 and LO2 delivery

Bringing items which showed an understanding of the traumatic nature of the topic also emphasised that those delivering the sessions cared for those in the room - for example for the first session, the facilitators brought comforting oil and semi-precious stones. This worked very well both as an ice-breaker and grounding exercise.

The young people in this workshop had an instinctive understanding of consent and violence, which they could directly apply early on in the workshop. Due to TV consumption, girls had a stronger grasp on the US justice system than UK – and there was high distrust of the police and legal system.

The participants also all had an innate understanding of what did not work - but struggled with conceptualising what could work. Spending time talking through examples of transformative, community-oriented solutions and running through bystander intervention examples was powerful, practical and energised participants.

Timings of the session were difficult due to a late start and travel issues for all involved. This in turn impacted concentration, and at times we had to ask those in the room to put their phones into a box – something that was optional but we spoke about it as a group and agreed it would be better for all. This could have been brought in from the start, but this would have been difficult whilst also stressing a non-hierarchical environment.

SESSIONS TWO AND THREE [LO3]: LEARNINGS & RESOURCES

About LO3

LO3 is all about engaging in the power that the group already have – and developing deep understandings about the ways that we can use that power to enact real change. Due to this, it is essential that facilitators have a comprehensive understanding of power and change theory, have ideally won campaigns that they can draw on as examples, and undertaken their own power maps and understand different types of tactics.

When delivering this LO we would suggest co-facilitating with someone who has undertaken direct action and used all of the different types of tactics. This will ensure there is real lived experience in the room, and is energising to the participants.

We decided to deliver these sessions across two evenings after school, they could easily be spread out across multiple evenings (for example you could choose to devote basically one whole evening to power mapping!) or you could run another day long session. We would again suggest those who deliver this LO are familiar with facilitation tools.

OUR WORKSHOP PLANS FOR SESSION TWO

1) Introductory go around and check-in - [10 mins]

- Name / pronouns / how they are feeling about the day
- Hopes and fears on flip chart paper - why are we here!

2) Recap on our group agreement - [10 mins] - phones in box

3) Introductory go around and check-in - [10 mins]

1. Recap on sexual harassment and the concept of responding transformatively
2. Decide what change you want to make
3. Develop a strategy to make that change
4. Have a plan of action ready to start on from tomorrow

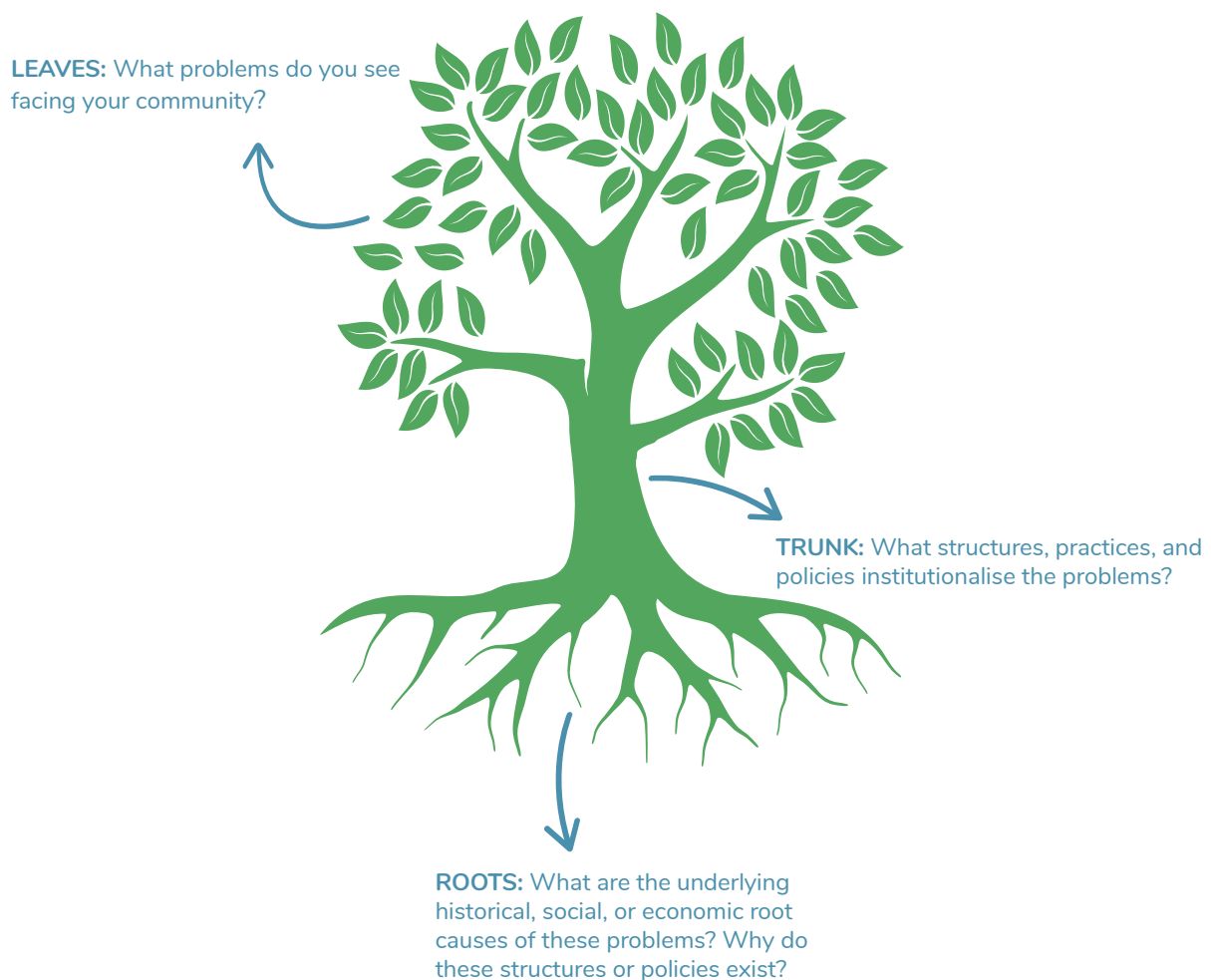
4) Recap of sexual harassment and thoughts since the last session - [10 mins]

- a. Talk to your partner and be ready to report back:
 - I. any reflections on what we discussed last time?
 - II. Do they remember the different ways we could respond transformatively when harm happens? [direct, distract, delegate, delayed]
 - III. How did you feel after?
- b. What does sexual harassment mean?

15) Report-back on exercise: what change do they want to make? [30 mins]

- a. Take 10 mins to discuss with someone, be specific. Ask them these questions:
 - I. S: What is the change you want to make (be as specific as possible?)
 - II. M: How will you know when you've made it?
 - III. A: Is it achievable?
 - IV. R: Is it realistic?
 - V. T: In what time period will you achieve this by?
- b. Facilitator move round each group to help guide them to a concise goal
- c. Break down into something SMART (have this ready on display with examples)
- d. Write it down ready for second half (post-dinner)
- e. Can also use the below to explore the problem the group wants to focus on

PROBLEM TREE



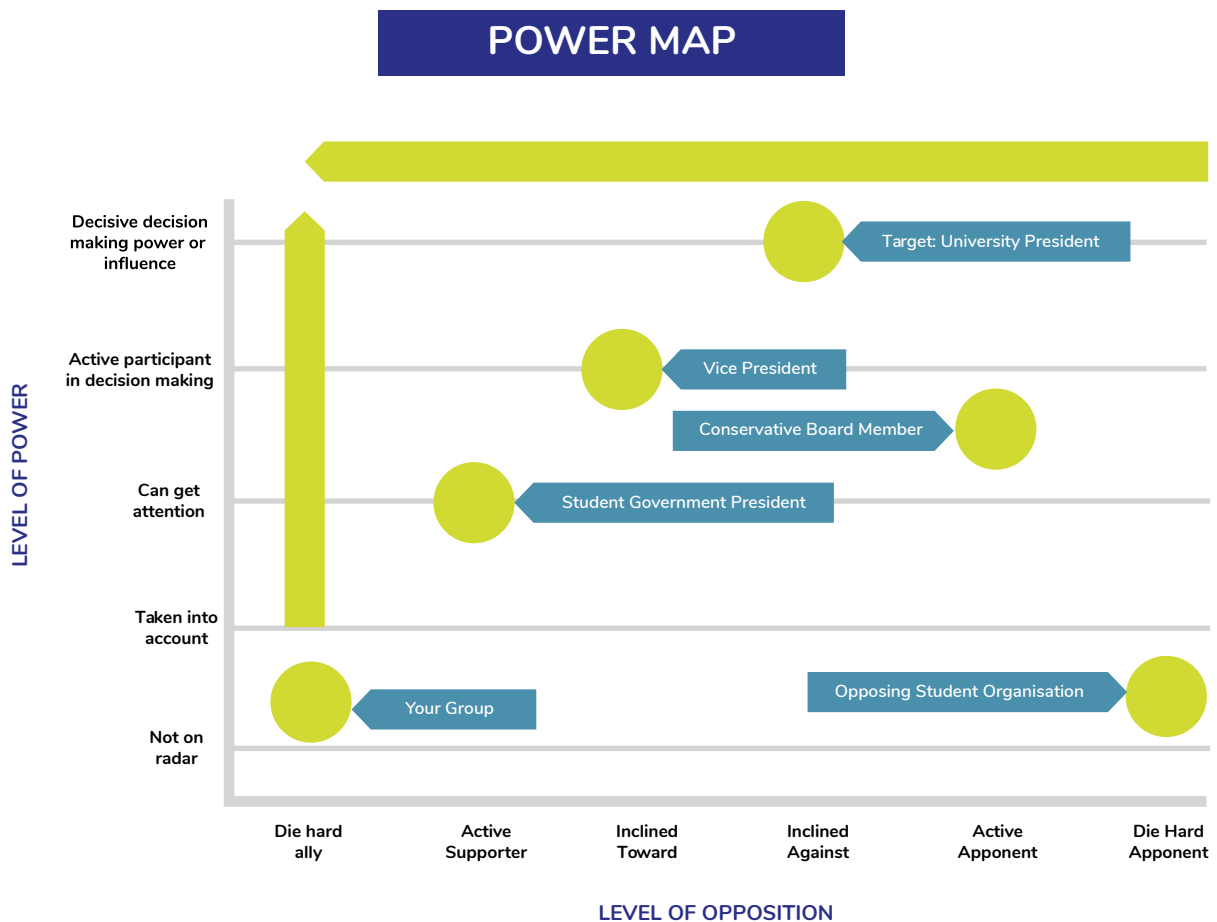
6) Dinner break [30 mins]

7) Quick recap of the change(s) we want to make - 2 mins!

8) Introductory go around and check-in - [10 mins]

The decisions that we come to in this section will inform the strategy

- Let's look at the spectrum of allies.
- Group activity mapping different stakeholders on a Power x Interest chart
- 2 directions: either make the interested more powerful, or make the powerful more interested
- Who would this be?
- Who do they want to impress?
- What do they care about (Public image? Student welfare?)
- What might get in the way of the change we want to make?
- How do we overcome this?



9) Dinner break [30 mins]

- Closing go around
- What do they need from each other and us to ensure their actions are successful?

OUR WORKSHOP PLANS FOR SESSION TWO

1) Introductory go around and check-in - [10 mins]

- a. Name / pronouns / how they are feeling about the day
- b. Hopes and fears on flip chart paper - why are we here!

2) Recap on our group agreement - [10 mins] - phones in box

3) Overview of the where we got to last time! [10 mins]

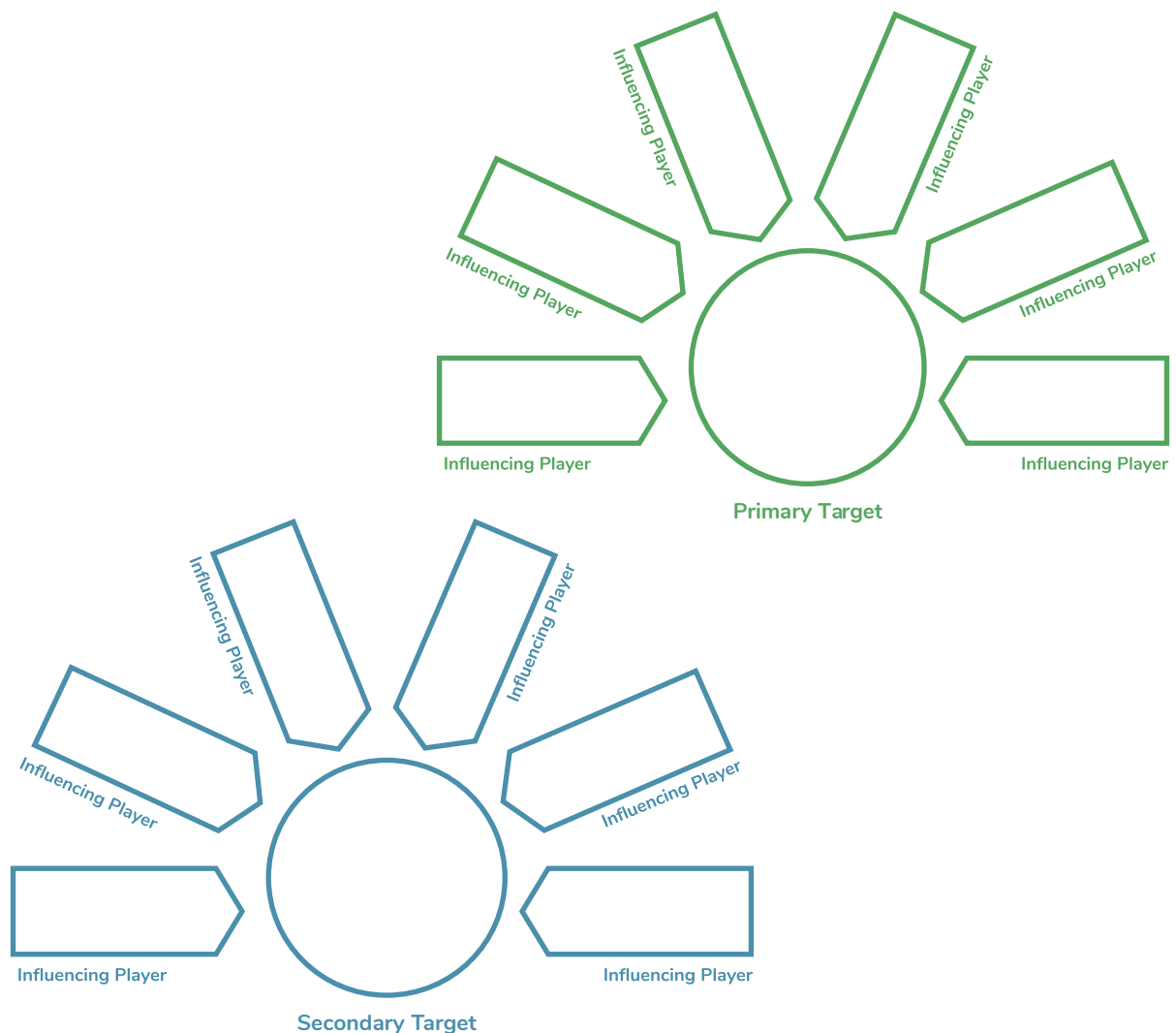
4) Quick recap of the change(s) we want to make - 2 mins

6) A return to Power-mapping - [20 mins]

- a. Finalise the power maps!
- b. You can use the below resource if you wish

UNDERSTANDING YOUR TARGET

Write in some of the people or groups of people that influence your base.



7) Tactics!!!! WHAT [45 mins]

This is the fun part - it's the actions we'll take to make our strategy happen, and to achieve the change we want to see

- a. What actions are we going to take to succeed in our strategy?
- b. When do we need to complete them by?
- c. What do we need in order to get them done
- d. Break them down into measurable goals

8) Put the strategy into the theory of change template and read aloud [20 mins]

- We will... (pursue our chosen strategy)
- Because... (we want [target] to [believe what we want])
- This will... (overcome a significant barrier)
- So that... (our goal is achieved)

9) Closing [10mins]

- a. Closing go around
- b. What do they need from each other and us to ensure their actions are successful?

OUR LEARNINGS FROM DELIVERY OF LO3

Developing concrete ideas of what change was desired took a lot longer than we had originally anticipated – there was a lot of futility within the room and many felt like they couldn't make change. One potential reason for this was the gap of a month between the LO1 and LO2 workshop, but also could have just been down to the way the young people felt on the day.

These two sessions worked very well, however we could easily have spent much more time developing the campaigns that the young people came up with.

PROJECT CONCLUSIONS

Youth Created Campaigns

Those who engaged in the three workshops launched two campaigns:

1. Get rid of the 'Salford Slags' snapchat group
2. An awareness raising campaign in school of the importance of believing survivors – particularly those from working class backgrounds

Concluding Outcomes

The two campaigns are still ongoing.

1. Importantly we would stress that hard-line and measurable definitions of success must in many ways remain tangential when discussing the outcomes of this project. What we do know is that we were able to engage 15 teenage self-identifying girls in discussions around harassment and sexual violence – in a way that truly listened to their experiences; and then used that lived experience to plant seeds of ideas for ways to change the world.
2. The young people who attended these sessions had never heard of, or used, the tools utilised in LO3 – and it is our hope that seeds were planted to cultivate and further expand the muscles of radical imagination that we know we all possess.

RESOURCES

Intersectional Feminism Resources

Between the Lines: Service Responses to Black and Minority Ethnic (BME) Women and Girls Experiencing Sexual Violence https://drive.google.com/file/d/0B_MKSoEcCvQwM2tBZDJxV1R4LUk/view

Disabled Women's Dark Reality: <https://disabledsurvivorsunite.org.uk/index.php/2017/01/26/disabled-womens-dark-reality/>

Jennifer C. Nash, (2018) Black Feminism Reimagined: After intersectionality. Duke University Press.

Kimberle Crenshaw, 'The Urgency of Intersectionality', <https://www.youtube.com/watch?v=akOe5-UsQ2o>

Kimberle Crenshaw, (1989) 'Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics' University of Chicago Legal Forum.

Kimberle Crenshaw, (1991) 'Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color' Stanford Law Review 43, no. 6.

MTV Decoded, Why does privilege make people angry?', <https://www.youtube.com/watch?v=qeYpvV3eRhY>

Patricia Hill Collins, (2000) Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment (2nd edn, Routledge)

The Silent B in LGBTQI+: <http://gal-dem.com/bisexual-the-silent-b-in-lgbtqi/>

'To Survive, To Live' - Sex Worker Advocacy and Resistance Movement (SWARM): <https://www.youtube.com/watch?v=VcycwnqmBbk>

Unlocking Sexual Abuse and Learning Disabilities: supporting adults with learning disabilities who have been sexually abused: https://www.bava.org.uk/wp-content/uploads/enable_abusebooklet_handbook.pdf

Yearwood, Lori. 2018. "Homeless Women Are the Sexual Assault Survivors No One Talks About - Here's My Story." Washington Post. 2018. <https://www.washingtonpost.com/news/local/wp/2018/10/26/feature/sexual-assault-survivors-include-homeless-women-heres-what-happened-to-me/>.

Yuval-Davis N, 'Intersectionality and Feminist Politics' (2006) European Journal of Women's Studies 13.

Transformative Justice Resources

Creative Interventions, 'Creative Interventions Toolkit: A Practical Guide to Stop Interpersonal Violence' (2012) 12 Oakland, CA: Creative Interventions. Accessed July 2016.

Generation Five, 'Toward Transformative Justice: A Liberatory Approach to Child Sexual Abuse and Other Forms of Intimate and Community Violence' [2007] San Francisco, CA, Author.

INCITE!, 'Community Accountability Working Document' (INCITE!, 1 August 2018) <https://incite-national.org/community-accountability-working-document/> accessed 13 September 2018.

INCITE!, Color of Violence: The INCITE! Anthology (Duke University Press 2016);

INCITE! Women of Color Against Violence, The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex (South End Press 2007).

Julia Downes, "'It's Not the Abuse That Kills You, It's the Silence": The Silencing of Sexual Violence Activism in Social Justice Movements in the UK Left' (2017) 1 Justice, Power and Resistance 35.

Mariame Kaba and Shira Hassan, Fumbling Towards Repair: A Workbook for Community Accountability Facilitators (Project Nia and Just Practice 2019).

Ruth Morris, Stories of Transformative Justice (1st edn, 2000).

'What Really Makes Us Safe?' <https://www.whatreallymakesussafe.com/#/about>

Those who identify as girls or non-binary have power resources

Gillian Love and others, 'Improving Access to Sexual Violence Support for Marginalised Individuals: Findings from the Lesbian, Gay, Bisexual and Trans* and the Black and Minority Ethnic Communities' (August 2017) 174.

Gustavo Razzetti, 'People Don't Need to Be Empowered (They Want This Instead)' (Liberationist - Change Leadership, 28 October 2019) <https://liberationist.org/people-dont-need-to-be-empowered-they-want-this-instead/>.

Mohanty, CT, 1984, Under Western eyes: feminist scholarship and colonial discourses, Boundary, 12, 3, 333–58

Pedagogy Resources

Adrienne maree brown, Emergent Strategy: Shaping Change, Changing Worlds (AK Press 2017).

bell hook, Teaching Community: A Pedagogy of Hope, vol 36 (Psychology Press 2003).

Jennifer Gonzalez (2015), The Education Activist's Starter Guide <https://x78251kcpll2l2t9e46kf96a-wpengine.netdna-ssl.com/wp-content/uploads/2015/05/Ed-Activist-Kit.pdf>

Melinda D Anderson, 'What Are the Effects of Teaching Black Students About Social Justice?' (The Atlantic, 19 July 2016) <https://www.theatlantic.com/education/archive/2016/07/the-long-term-effects-of-social-justice-education-on-marginalized-students/491876/>

Paolo Freire, 'Pedagogy of the Oppressed 30th Anniversary Edition (New York' [2009] Continuum 9

Tait Coles, 'Critical Pedagogy: Schools Must Equip Students to Challenge the Status Quo' The Guardian (25 February 2014) <https://www.theguardian.com/teacher-network/teacher-blog/2014/feb/25/critical-pedagogy-schools-students-challenge> accessed 29 December 2019;

The Social Justice Phrase Guide https://advancementproject.org/wp-content/uploads/2015/10/94da835bcf2d3e7631_bfm6yh5kg-1.pdf

Pedagogy Resources

Nim Ralph and Nadia Vogel, (2019), FACILITATION TOOLKIT Tips and tricks for participatory and empowering facilitation, https://tgeu.org/wp-content/uploads/2018/11/FacilitationToolkit_TGEU2018.pdf

Training For Change <https://www.trainingforchange.org/tools/>

Additional Resources for LO1 and LO2

"I'd just like to be free" | Imkaan: <https://www.youtube.com/watch?v=IJ-qpvibpdU>

Common sexual violence myths busted by RASASC: <http://www.rasasc.org.uk/common-sexual-violence-myths-busted-by-rasasc/>

Cup of Tea, <https://www.youtube.com/watch?v=oQbei5JGiT8>

Hollaback, 'Know Your Rights' (2014) <https://drive.google.com/drive/folders/1V8kiZx9RBNXKZmuaTn0HvSdELsn5QEBW>

Hollaback, 'Harassment Is - An Exploration of Street Harassment and Identity', <https://drive.google.com/drive/folders/1V8kiZx9RBNXKZmuaTn0HvSdELsn5QEBW>

Trauma and the Brain: <https://www.youtube.com/watch?v=4-tcKYx24aA>

Topping, Alexandra. 2018. "Prosecutors Urged to Ditch 'Weak' Rape Cases to Improve Figures." The Guardian, September 24, 2018, sec. Law. <https://www.theguardian.com/law/2018/sep/24/prosecutors-rape-cases-cps-crown-prosecution-service-conviction-rates>.

When rape cases don't make it to trial | podcast: <https://www.theguardian.com/news/audio/2019/apr/18/when-rape-cases-dont-make-it-to-trial-podcast>

#BreakTheSilence: <https://www.youtube.com/watch?v=Hz5KS8uZAwk&list=PLWbQc3QUzN1aobXxI5gX5R3iSwvZzeUQC>

#WhyIDidntReport: Survivors of Sexual Assault Share Their Stories After Trump Tweet: <https://www.nytimes.com/2018/09/23/us/why-i-didnt-report-assault-stories.html>

McGlynn, Clare. 2011. "Feminism, Rape and the Search for Justice." Oxford Journal of Legal Studies 31 (4): 825–42. <https://doi.org/10.1093/ojls/gqr025>.

Brene Brown on Empathy: <https://www.youtube.com/watch?v=1Evwgu369Jw>

Space for Self: the Therapeutic Model of the Rape and Sexual Abuse Support Centre (RASASC): <http://www.rasasc.org.uk/wp/wp-content/uploads/2017/01/Empowerment-Evaluation.pdf>

Beyond the Cliff | Laura van Dernoot Lipsky: <https://www.youtube.com/watch?v=uOzDGrcvmus>

Resources on LO3

Julia Reticker-Flynn - Advocates for Youth, (2013), Youth Activist's Toolkit https://www.advocatesforyouth.org/wp-content/uploads/storage/advfy/documents/Activist_Toolkit/activisttoolkit.pdf

Neon, The Systemic Movement Primer, <http://neweconomyorganisers.org/wp-content/uploads/2016/08/Systemic-Movement-Primer-NEON-1.pdf>

