

### Workshop Preparation

#### **Create supportive environments for women with protected characteristics to speak about prejudice**

*Don't replicate oppressive or discriminating structures that exacerbate prejudice*

- Learn about systems of oppression and how they silence people with protected characteristics
- Find out about the action people with protected characteristics and communities of identity have historically taken and methods they use to challenge and change those systems (Disability Movement, LGBT Communities, Feminism and Women's Rights, Black Civil Rights)
- Be open to learning about experiences outside of your own

### Workshop Aim

The aim of this workshop is to support women to speak about their experiences of targeted hostility .

It is important to take on board how women have attempted to reclaim space that is denied to them through practical strategies such as the development of Women's Centres, establishing collectives, groups, networks and coalitions, to make women's views visible.

Collective action is a political practice; by providing a space for women to be close, it is also possible to consider how far they have been separated and how that separation obscures broader collective experiences. Consciousness-raising shows women (and men) their situation in a way that also suggests they can act to change it. It creates a shared reality that 'clears a space in the world' within which they can begin to move.

And once that has happened, the consequences are significant both for women, and for wider society. By understanding women's experiences of prejudice it becomes possible to do something about it while also making the connections between the intersections between sexism; class, racism, ableism, religious hatred and homophobia and transphobia.



# In Her Shoes

## Empowerment Workshop

### Workshop Introduction & Ground-rules

- Welcome women and introduce self and volunteer
- Explain project background and why we are inviting women to join us to talk about this issue
- Explain that some people may wish to share sensitive and upsetting personal experiences during this session, that this may be the first time people have spoken about incidents that are difficult and emotional. Ask that we all agree to listen to each other with respect and patience.
- If any one becomes upset they are welcome to leave the room and return when they are ready. If they would like to speak with a worker privately at any time they can request this.
- Explain that GWL is a 3<sup>rd</sup> Party Reporting Centre for hate crime, there is no expectation or pressure on anyone to report but we are able to support people to do this.

### Activity 1: PRE Workshop BASELINE

#### 1-10 Scale

Measuring the difference in attitudes, perceptions and levels of awareness of participants at the start and end of a session.

1. Do you know what hate crime is?
2. Do you know how hate crime specifically affects women?
3. Do you understand the negative impact of hate crime on women?

Measuring the difference of participants' awareness of safe methods of bystander intervention and third party reporting of hate crime and behaviours at the start and end of a session.

4. Do you know what bystander intervention is?
5. Do you know what safe methods of bystander intervention are?
6. Do you know what 3<sup>rd</sup> Party Reporting is?



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## Empowerment Workshop

### Activity 2: Experiences of prejudice – discussion

1. How many people marked on the sheet that they knew what a hate crime is? Can you explain your understanding of it?
2. What types of abuse are considered as hate crimes or hate behaviours?
  - List types of abuse noted
  - Discuss hate crime definitions by
  - Ask people to mark which abuses they have personally experienced.
3. Do you feel able to speak about what happened? Where?
4. Do you feel able to speak about who the perpetrator was?

### Activity 3: Consequences – discussion

1. What have been the consequences of the incident/s for you? How has it impacted you, your family, your friends?
2. Have you changed your behaviour in public life?

### Activity 4: Reporting – discussion

1. Did you speak to anyone about it?
  - If yes, who and why?
2. Did you report the incident/s to the Police? To 3<sup>rd</sup> Party Reporting centre?
  - If no, why? Are there barriers to reporting incidents to the police? To 3<sup>rd</sup> Party Reporting centre?
  - If yes, what were the consequences for you (positive or negative)?



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## Empowerment Workshop

### Activity 5: Bystander Intervention and 3<sup>rd</sup> Party Reporting - Discussion

1. Did anyone help you during the incident/s?
2. In what ways could someone have helped you in that situation?
  - Discussion on the impact of bystander intervention = sends the message to the perpetrator that their actions are not socially acceptable; creates the social norm that hate crime will not be tolerated; Prevents the behaviour; Avoids victim blaming.

### Activity 6: Anonymous Baseline Activity

This Anonymous Baseline Activity to analyses social norms and the barriers to bystander intervention (For full background see *Bystander Intervention Anonymous Questionnaire & Rationale*)

Ask participants to mark the following statement true or false:

1. I would intervene if I saw someone being targeted in a hate crime incident. **True/False**
2. Most people would intervene if they saw someone being targeted in a hate crime incident. **True/False**
3. I would respect someone who intervened in a hate crime incident. **True/False**
4. Most people would respect someone who intervened in a hate crime incident. **True/False**

Count the responses and share the outcome.



# In Her Shoes

## Empowerment Workshop

### Activity 7: POST Workshop BASELINE

#### 1-10 Scale

Measuring the difference in attitudes, perceptions, behaviour and levels of awareness of participants at the start and end of a session.

1. Do you know what hate crime is?
2. Do you know how hate crime specifically affects women?
3. Do you understand the negative impact of hate crime on women?

Mesuring the difference of participants' awareness of safe methods of bystander intervention and third party reporting of hate crime and behaviours at the start and end of a session.

4. Do you know what bystander intervention is?
5. Do you know what safe methods of bystander intervention are?
6. Do you know what 3<sup>rd</sup> Party Reporting is?

### Activity 8: Evaluation Form