

Speak Up

Facilitator Guidance

Background

The Speak Up resource has been created by YouthLink Scotland with funding from Scottish Government in order to support young people to become active bystanders. The resource consists of the Speak Up booklet and eight workshop activities that can be used when introducing the topic to young people. The booklet and activities can all be downloaded from the Action on Prejudice website: www.actiononprejudice.info/speak-up/

What is the purpose of this resource?

This resource has been designed to support young people to become confident to intervene safely when witnessing a hate crime situation. The resource aims to raise awareness of different approaches to bystander intervention and provides young people with the tools to safely make a decision to intervene in a way that suits them.

How to use this resource

The Speak Up booklet should only be used in conjunction with a workshop or session where the topic of bystander intervention and using the 5Ds is discussed in detail. It can also be used when discussing the topic of hate crime or discrimination more widely as a way of introducing how to safely help when witnessing a situation.

The booklet should not be handed out without youth worker or teacher input on the topic beforehand.

What is a hate crime?

The legal definition of hate crime is 'any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.'

Active Bystanders

An active bystander is someone who takes steps to make a difference when witnessing a conflict or unacceptable behaviour. We recommend 5 different options for young people to intervene.

The 5Ds are:

- Delay
- Delegate
- Document
- Distract
- Direct

When discussing these options with young people it is vitally important to remind them that they should only ever take action when it is safe to do so. This is highlighted throughout the online resource with the 'Stay Safe' stamp.

Speak Up Activities & Youth Work Outcomes/ Curriculum for Excellence

This resource can be used/mapped against the Youth Work Outcomes which are currently being developed by YouthLink Scotland. You can view the Youth Work Outcomes and read more about them at: <https://www.youthlinkscotland.org/policy/youth-work-outcomes/about-the-youth-work-outcomes/>

We consider this resource to meet the following Youth Work Outcomes:

1. Young people are confident, resilient and optimistic for the future.
2. Young people manage personal, social and formal relationships.
5. Young people consider risk, make reasoned decision and take control.
6. Young people express their voice and demonstrate social commitment.

We have also mapped the activities against the Health and Wellbeing experiences and outcomes in the Curriculum for Excellence.

| Activity | Curriculum for Excellence |
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| <p>Exercise 1: The Man on the Bus</p> | <p>HWB 4-01a I am aware of and able to express my feelings and am developing the ability to talk about them.</p> <p>HWB 4-08a I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</p> <p>HWB 4-09a As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.</p> |
| <p>Exercise 2: Who Me?</p> | <p>HWB 4-02a I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</p> <p>HWB 4-04a I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</p> <p>HWB 4-10a I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</p> |
| <p>Exercise 3: Is this a Hate Crime?</p> | <p>HWB 4-13a Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</p> |
| <p>Exercise 4: Risky Business</p> | <p>HWB 4-02a I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</p> <p>HWB 4-04a I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</p> <p>HWB 4-07a I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</p> |

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| | <p>HWB 4-08a I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</p> <p>HWB 4-09a As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.</p> <p>HWB 4-13a Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</p> <p>HWB 4-16a I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</p> <p>HWB 4-17a I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.</p> |
| <p>Exercise 5: Design a Poster</p> | <p>HWB 4-09a As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.</p> <p>HWB 4-10a I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</p> <p>HWB 4-11a I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</p> <p>HWB 4-13a Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</p> |
| <p>Exercise 6: Understanding Hate - Beneath the Mask</p> | <p>HWB 4-02a I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</p> <p>HWB 4-04a I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</p> |

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| | <p>HWB 4-09a As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.</p> <p>HWB 4-16a I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</p> |
| <p>Exercise 7: Everyday Hero</p> | <p>HWB 4-05a I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</p> <p>HWB 4-07a I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</p> <p>HWB 4-10a I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</p> <p>HWB 4-12a Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.</p> <p>HWB 4-13a Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</p> |
| <p>Exercise 8: Love and Hat</p> | <p>HWB 4-03a I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</p> <p>HWB 4-05a I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</p> <p>HWB 4-07a I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</p> <p>HWB 4-11a I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</p> |

HWB 4-13a Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

Example Session Plan. Approx 1.5 hour

Welcome & Introductions

If this is a group you don't already know take 5 minutes to introduce yourself and what you are there to talk about. If you already know the group jump in with the warm up exercise.

Warm up exercise 5 – 10 min

You may already have countless ones you like doing but one we might suggest for this is:

UNIQUE CHARACTERISTICS – Even if the participants already know each other, the facilitator must get to know them. Instead of asking participants to say their names, the facilitator can divide the group into pairs and give participants a few minutes to interview each other. Then, each participant should introduce their partners by name and share at least two unique characteristics about them with the rest of the group. It also gives you a lead in to talking about hate crime and the different characteristics we all have.

What is hate crime? 20 min

Ask the group if they have any idea of what we mean by hate crime, what characteristics could someone hold that would potentially mean someone commits a hate crime against them?

Make sure that the 5 characteristics are discussed: race, religion, disability, sexual orientation and transgender identity.

Use Exercise 3 – Is this a Hate Crime? (Facilitator notes are with the exercise.)

https://actiononprejudice.s3.amazonaws.com/uploads/2019/05/5078_Youthlink_Exercise_three_V4.pdf

This activity ends with the question – what would you do if you witnessed this, which takes us onto the options for intervention.

Introduce 5Ds 20 min

Use Exercise 1, The Man on the Bus (Facilitator notes are with the exercise), to go through each of the D's and look at examples of these interventions.

https://actiononprejudice.s3.amazonaws.com/uploads/2019/05/5078_Youthlink_Exercise_one_V3.pdf

Risk Assessing interventions 20 min

Now that the young people have gone through examples of each of the 5D's you can discuss how they keep themselves safe. This is crucial when discussing these options and we would recommend that you start highlighting this during the Man on the Bus exercise too.

Use Exercise 4, Risky Business (Facilitator notes are with the exercise), to look at how the young people can risk assess a situation and work out which type of intervention to use. When doing this we suggest you ask them to look at the scenarios and decide whether a direct intervention would be high risk or low risk. Once they have done this ask them to look at the other Ds and work out which type of intervention would create the lowest possible risk to them while still helping the situation.

https://actiononprejudice.s3.amazonaws.com/uploads/2019/05/5078_Youthlink_Exercise_four_V2.pdf

Reflection/Evaluation 10 – 15 min

Take the last few minutes of the session to ask if the young people have any questions or what more clarification on any of the interventions available to them. Ask them what intervention they feel they would be most comfortable using, and whether they think they might be more likely to do something now than at the start of the session.

Remind them that it is ok to take the minimum action if that is the safest and most comfortable action for them. It is also ok to take no action when it is unsafe for them to do so. The priority is their personal safety.

Refer them to the Action on Prejudice website www.actiononprejudice.info if they would like more information and also bring their attention to P16 on how to report in the Speak Up booklet.