

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: <https://www.actiononprejudice.info/library/speak-up-be-an-active-bystander/>

Purpose

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

The Speak Up booklet should only be used in conjunction with a workshop or session where the topic of bystander intervention and using the STEPS and SDs 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.

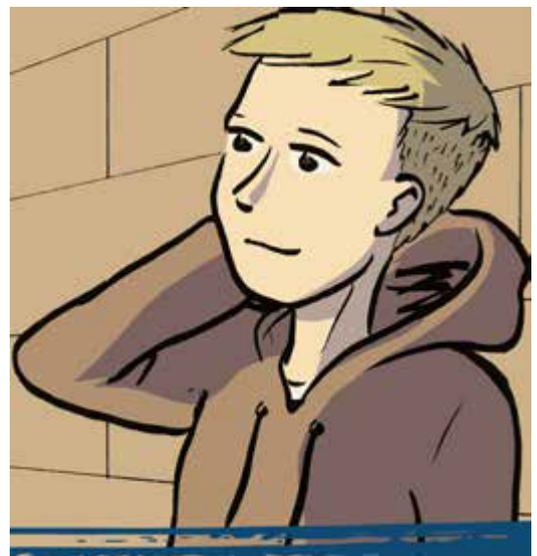
Hate Crime

Hate Crime describes behaviour that is criminal and rooted in prejudice. It means the law has to have been broken and the person breaking the law needs to be acting out of hatred towards a particular group. This behaviour that is criminal could be something like assault, graffiti, or other criminal behaviour.

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 as shown in the image on the next page.

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.



STEPS to being an active bystander and the 5D's of Bystander Intervention



Step Up

Direct - Recognise the problem and intervene directly.

Tell An Adult

Delegate - Get help from a trusted adult such as a youth worker or teacher

Evidence

Document - Take notes of what has happened, including what you saw, heard, or know about the situation.

Pull Attention Away

Distract - Take the focus off the problem and shift their attention to something safer.

Support Later

Delay - Follow up and check in with the person experiencing hate after the situation.



Activities & Youth Work Outcomes/Curriculum for Excellence

This resource can be used/mapped against the Youth Work Outcomes and Skills Framework developed by YouthLink Scotland. You can view the Youth Work Outcomes and read more about them at: <https://www.youthlink.scot/education-skills/youth-work-outcomes-skills/>

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
Exercise 1: The Man on the Bus	<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>

Exercise 2:
Who Me?

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.

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.

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.

Exercise 3: Is
this a Hate
Crime?

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.

Exercise 4:
Risky Business

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.

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.

HWB 4-07a I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

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.

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.

Exercise 4:
Risky Business
cont.

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.

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.

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.

Exercise 5:
Design a Poster

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.

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.

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.

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.

Exercise 6:
Understanding
Hate – Beneath
the Mask

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.

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.

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.

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

Exercise 7:
Everyday Hero

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.

HWB 4-07a I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

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.

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

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.

Exercise 8: Love
and Hat

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.

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.

HWB 4-07a I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

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.

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.

SPEAK UP

EXAMPLE SESSION PLAN

Welcome

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

5 - 10 minutes

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.

Hate Crime

20 minutes

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 7 characteristics are discussed: race, religion, disability, sexual orientation, age, transgender identity and variations of sex characteristics.

Use Exercise 3 – Is this a Hate Crime?

(Facilitator notes are with the exercise.)

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

STEPS/SDs

20 minutes

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.

Risk Assess

20 minutes

Now that the group have gone through each of the STEPS and SD's you can discuss how they keep themselves safe. This is crucial when discussing these options and we recommend that you start highlighting at the start. **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. Ask them to look at the scenarios and decide whether a direct intervention would be high risk or low risk. Then ask them to look at the other options and work out which type of intervention would create the lowest possible risk to them while still helping the situation.

Reflection

10 - 15 minutes

At the end of the session ask if they have any questions. Ask them what intervention they feel they would be most comfortable using, and would they be more likely to do something now than at the start of the session.

Remind them that is ok to take the minimum action if that is safest 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 highlight the page on how to report in the Speak Up booklet.