PHOTO FROM UNSPLASH.COM

Facilitators Handbook for:

Addressing Campus Rape Culture

Through Media Tools

DEVELOPED BY:
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WORKSHOP SESSION 1: learn to critically analyse media campaigns about rape culture (3 hours)

WORKSHOP SESSION 2: design and present prototype of media tool (3 hours)

POST-WORKSHOP SESSION: debrief and receive feedback (1.5 hour)

TIME

9 HRS

The workshop curriculum described here took place over 4 sessions for a total of 9 hours. However, the model can be modified and/or facilitators can cut certain parts of the plan depending on how much time you have and what your objectives are.

PRE-WORKSHOP SESSION: introduce project, goals and the people involved (1.5 hour)

If you plan to modify the timeline, please note that we find the debrief and feedback session to be especially important for both the facilitators and the participants. It provides an opportunity to reflect on what people learned and how the workshop pedagogy could be improved. The feedback we received during our workshop informs this curriculum guide,

our suggestions on facilitation practices, and how we plan to move forward with this curriculum as it is adopted in other contexts.

DESCRIPTION

This curriculum was developed to engage students in how to reflect upon, learn about, and intervene in rape culture on college campuses. We worked with a local CEGEP* in Montreal to provide a 4-day curriculum that was offered to students in a course on gender studies entitled Alternatives for Women, with the idea that the students would already have some knowledge about gendered social relations and some shared ways of approaching the intersectional study of gender violence on which our teaching module builds.

CEGEPS ARE COLLEGES IN QUEBEC THAT STUDENTS ATTEND TO COMPLETE 12TH AND 13TH GRADE.

Using a critical digital media literacy framework, we organized the curriculum to focus on two main things:

1. The critical review and discussion of existing media campaigns that address sexual violence and sexual assault supportive cultural practices and beliefs, and
2. The development of students' own responses to sexual-assault supportive practices through the prototyping of media tools aimed at their peers.

PHOTO BY ABC NEWS

We started from the premise that to be truly useful, public awareness campaigns about campus-based rape culture should not only resonate with students, they should also be applicable to and make sense in the context of their daily lives and where they go to school. In Quebec, our curriculum was developed in the context of Bill 151*, a law passed in December 2017 that required all colleges and universities in the province to develop and approve their own stand-alone policy to address and prevent sexual violence by January 2019. We offered our curriculum at Vanier College, a CEGEP in Montreal that had just approved its own sexual violence policy in Fall 2018.

FOR MORE ON BILL 151, SEE: HTTP://WWW.ASSNAT.QC.CA/EN/TRAVAUX-PAR-LEMENTAIRES/PROJETS-LOI/PRO-JET-LOI-151-41-1.HTML

Our initial motivation to offer this curriculum was to address the need for effective student-centred educational materials that address the cultural supports for sexual violence in the context of this policy making and other university initiatives to address sexual assault. Working with JD Drummond, Coordinator of the Sexual Assault Resource Centre at Con-

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cordia University, we identified some of the barriers that first-year university students face when confronted with mandatory anti-sexual assault training. In this training environment, there is great need for vibrant and compelling educational materials that are easy-to-use and that can ideally be accessed online, are audio-visually interesting, and that provide useful infographic information. Perhaps most importantly, we identified the importance of messaging that was sex positive, LGBTQ-inclusive, and that highlighted consent as a principle of non-violent relationships.

OUR CURRICULUM WAS PARTLY INSPIRED BY THE AWARD-WINNING, STUDENT-CREATED "GET CONSENT" VIDEOS AT CONCORDIA UNIVERSITY, WHICH USE HUMOR AND CUTE FRUIT CHARACTERS TO DRAMATIZE THEIR MESSAGES ABOUT SEXUAL CONSENT AND BYSTANDER INTERVENTION.

HTTP://WWW.CONCORDIA.CA/STUDENTS/SEXUAL-ASSAULT.HTML

We showed and discussed these videos with the students to provide some inspiration and motivation to make their own media tools. Over the course of the curriculum, students wrote blogs discussing these campaigns and others and reported on research they conducted around key issues in rape culture and consent on campus.

This workshop is meant to get participants thinking about and interpreting the social problem of rape culture in concrete terms. The process of planning a media tool offers participants the opportunity to think concretely about concepts that are often framed in the abstract or might be typically

explained in very broad sociological terms -- especially around a term as multi-dimensional as "rape culture." Planning a media tool encourages workshop participants to identify a specific aspect of rape culture as a priority for them to address. Working together in a group context and having to "pitch" and make the case for their media tool to others also requires participants to examine and develop responses to other points of view. Our workshop requires participants to think about who is affected by rape culture, and in what different ways, based on who they are and the contexts in which they live. By planning a media tool, participants learn to think, in concrete terms, about their audience, about their different needs for information, and the different strategies they can use to create and share this information most effectively. The processes of decision-making that participants use in developing their media tool or strategy can also lead them to reflect upon why they chose the media strategies and messages they did over other possibilities.

Our practices for facilitation are aimed at creating conditions for engaged conversations about rape culture in harm reductive ways: in ways that help participants feel less vulnerable talking about rape culture and sexual violence through the process itself. By focusing on the role of media strategist, participants are able to examine how different media strategies mediate a range of perspectives on the problem of rape culture and responses to it. While we offered this curriculum to a CEGEP audience, we believe this curriculum would also be relevant in high schools, community settings working with youth, or in media-making workshops or labs. We would particularly recommend this workshop for high school students in Secondary V (ages 16+), for community organizations that do work around art, media awareness, digital literacy, gender, and social justice issues, and for CEGEP and first-year university students. We have offered some suggestions for how to modify the curriculum described here for different uses and different audiences. The workshop could also be modifiable

to address other key social problems and social issues, such as decolonial and anti-colonial practice, and issues of disability, racism, and cultures of harassment, among others. We are currently in the process of fine-tuning this curriculum for use in other CEGEP classrooms and university contexts, and hope to report back with some additional ideas for how to use this curriculum!

SOME TIPS FOR BEST PRACTICE

Ideally, have someone who is trained as an active listener or someone who has experience receiving disclosures of sexual violence available at the workshop sessions. An active listener is someone who listens without providing direction or telling the other person what they should do; it's a key skill for offering survivor support. This person should be available during the workshop session in case any participant needs feels uncomfortable and wants to speak to someone.

BRING GOOD, HEALTHY, SNACKS!! IT HELPS FUEL PEOPLE'S MINDS AND HELPS FACILITATE THEIR INTERACTIONS WITH EACH OTHER.

We suggest using content notes for the discussions and learning activities participants will be involved with, to establish participant's rights and abilities to seek self-care and support should they need it during the sessions. A content note is a statement that reveals what content will be discussed and what kinds of images and media will be used. It takes particular note of issues and/or topics that might be triggering for some folks, or which might make some people feel vulnerable and/or make it harder for them to participate. This can include things like discussion of sexual assault. In our experience, content notes can make it easier for people to participate in workshops related to issues of sexual violence because they know what to expect in terms of the workshop materials and discussion topics.

At the beginning of our workshop sessions, we provide the following content note: "We will be talking about responding to rape culture and sexual violence today, which can be difficult to discuss, especially if you have experienced or witnessed sexual violence. If you need to step out of class today because the topic is difficult or distressing for you, please feel free to do so and, if possible, tell one of us so we know what's up."

We often accompany content notes with memes that represent self- and community-care, like this one from Montreal-based artist Ambivalently Yours, which also models a kind of feminist meme-making practice aimed at sexual assault supportive practices like cat-calling.

BY ARTIST AMBIVALENTLY YOURS

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MATERIALS

White poster board, colourful markers, glitter sticks, stickers, assorted craft supplies, sticky notes, tape/mactac (for sticking to the wall), class handouts, slideshare images, and whatever you have on hand to stimulate experimentation and group creativity! It's very helpful to have a chalkboard, flip charts and/or whiteboards with whiteboard markers on hand as well to take notes and compile ideas during group discussions.

CURRICULUM OBJECTIVES

We organized this curriculum around a set of pedagogical and research objectives.

PEDAGOGICAL OBJECTIVES

The following constitute key objectives for participant learning and facilitation practice over the course of the workshop. The pedagogical aims are:

- To create a co-learning environment in which participants can study the issue of sexual violence on campuses, and develop and share a language and set of concepts for talking about it and responding to it.
- To model collaborative learning and co-teaching about sexual violence, in the context of peer-to-peer discussion and media tool design.
- To provide participants with an opportunity to understand the complexity and nuances of how rape culture operates and to use this understanding to critically reflect upon and make sense of rape culture in their everyday lives, and

particularly around media culture.
- To situate media-tools and campaigns that address rape culture on campus within the larger online (and sometimes opposing) conversations and narratives.
- To model a practice for understanding and assessing existing media tools that address rape culture and sexual violence on college campuses and universities.
- To help participants identify how media campaigns and messaging about rape culture are produced and designed.
- To develop participant skills in planning and designing their own media tools for addressing rape culture and sexual violence, and transforming cultural messages about rape culture.
- To model how to make a compelling and effective pitch for the media tools that students designed.

RESEARCH OBJECTIVES (IF APPLICABLE)

If you are conducting research through and/or related to the workshop, as we did, some of the objectives and goals of conducting the research might be:

a. To discover what media tools resonate with young people. With proper student consent for research, you can gather data through observation about the ways students learn, organize information, develop collaborative practices, define prevention in community, model forms of self-care, and develop critical concepts, among other possibilities.
b. To discover how students prefer to receive information about consent, sexual violence prevention, and interventions into rape culture within the context of their educational institution and their experiences on campus.
c. To determine whether and how the workshop was effective in terms of

increasing participants' understanding of rape culture and their abilities to create media messaging in response to it.

d. To find out what aspects of the workshop participants found to be useful, and what purpose the workshop served from their perspectives.

e. To create information that enables us to improve the workshop and its curricular goals, and to understand how to better conduct media-tool building workshops.

f. To be able to replicate this workshop in other settings (i.e. different CEGEP courses or disciplines, university settings, high school settings or community organizations) and compare outcomes with the same workshop in a range of settings.

ETHICS

To conduct research with students in the context of offering the curriculum, we had to apply for research ethics board approval at both the university and at the CEGEP where the workshop occurred so that we could collect data (see research objectives above). We recommend that if you plan to use this workshop curriculum as a context for doing research, that you allow several months to receive your ethics approval. In our experience, the research ethics boards at the university and at the CEGEP had very different concerns and criteria, which made the process particularly time-consuming.

LEARNING OUTCOMES

We developed the following learning outcomes in consultation with our pedagogical objectives.

• Participants actively create and directe their own learning through exploring the issue of rape culture on campus and through choosing the specific topics or

aspects of the issue that they wanted to address with their media tool. They developed a vocabulary and set of concepts to address the issue.

• Participants were able to understand the complexity and nuances of how rape culture operates and to use this understanding to critically reflect upon and make sense of rape culture in their everyday lives.

• Participants were empowered to take a social issue and develop concrete solutions and strategies to address the issue. Students critically reflected on the possibilities and limitations of digital media tools, articulating when and how digital media tools are effective and in which contexts there are other better strategies to address rape culture on campus.

• Participants were better able to identify and critique competing online narratives about rape culture and make connections about the ways in which online culture can impact offline social norms on campus.

• Participants were more knowledgeable about how media campaigns and messaging about rape culture are produced and designed.

• Participants developed skills to work collaboratively with their peers to plan and develop their own media tool.

• Participants developed their presentation skills in 'pitching' their project to their professor, facilitators and peers.
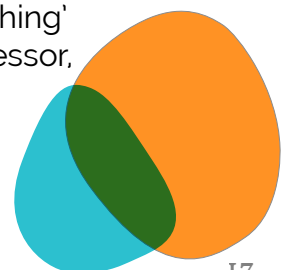
CAMPUS RAPE CULTURE CONTINUED

HOW TO FACILITATE THE WORKSHOP/USE THE CURRICULUM

We divided the workshop into 4 separate workshop sessions:

SESSION 1

INTRODUCTORY CLASS MEETING (1.5 HOURS):

In this session of the workshop, the facilitators introduce the project and its purpose. Definitions of key terms are explored. We also begin sharing media tool examples and discussing them. Because our workshop was also part of a research study, we reserved time to explain what research ethics are and described the consent forms and what it means to participate in the research part of the workshop. Leave time for participants can read the forms, to ask questions about what it means to participate in research, and to decide whether they want to participate. Facilitators can also assess participant's existing knowledge by using a pre-workshop questionnaire (ideally at the beginning of this session). We used slideware to provide visual materials for the entire workshop facilitation.

NOTE ON DEFINING TERMS & ASSESSING PARTICIPANTS SUBJECT KNOWLEDGE:

Near the beginning of the session, ask participants to define some of the key terms (e.g. rape culture, sexual violence, consent) to develop a shared vocabulary among participants. An interactive way to do this is to hand out a 12"x12" piece of cardboard and a marker to each participant. Have a list of relevant terms on a whiteboard for students to see, i.e. rape culture, consent, sexual vio-

lence, cyberviolence, etc. Ask the participants to choose a term to define. The participants write the term on one side of the poster board and the definition on the other side of the poster board. Ask students to exchange poster boards and volunteer to read the definition.

After the activity, ask students to research the terms they chose before the next workshop session and come back with refined definitions to share at the beginning of the next class/workshop meeting.

PROVIDE MEDIA TOOL EXAMPLES:

After defining and discussing key terms, we then show and discuss some examples of media tools currently being used to address sexual violence on college and university campuses, with a particular focus on issues of sexual consent and bystander intervention.

AVAILABLE AT: WWW.CONCORDIA.CA/STUDENTS/SEXUAL-ASSAULT/CONSENT.HTML

Available at: http://www.concordia.ca/students/sexual-assault/consent.html

BY MIKKI KENDALL

Paths comic book by Mikki Kendall on being a bystander to gendered cyberharassment, done in conjunction with the Center for Solutions to Online Violence. Available for free download at: https://mikkikendall.com/2016/04/05/paths-a-ya-comic-about-online-harassment/

After the activity, you can ask students/participants to find their own examples (we suggest at least 2) and write a short blog entry on what purpose they believe the tools are intended to serve and whether they believe they are effective and why.

BLOG ASSIGNMENT:

If the class has a blog (as ours did) it may be useful to use the blog space for students to share ideas, research and resources with each other. Below are the blog instructions that were provided to the group with whom we worked.

BLOG 1 INSTRUCTIONS:

To accelerate our brainstorming on how to address sexual violence, between now and next class, research various campaigns and post the ones you find most effective and appealing (don't forget to explain why.) Find 2-3 examples.

To frame your search, you may want to take into consideration your college's new Sexual Violence Prevention Policy, which is in effect now, and will be tied to education campaigns starting Fall 2019 -- maybe our work in class will help inform those campaigns!

RESEARCH ETHICS:

The introductory session is also a good time to explain research ethics and the consent form for participation -- if the workshop is part of a research project, as ours was.

In the introductory session of the workshop, we present 5 key questions that guide our goals and activities for each session:

1. What kind of social change would you like to make around the problem of rape culture?
2. What would be the best way to communicate your message?

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3. What would be the most persuasive and compelling way to do it?
4. How might you get other people on board with your ideas?
5. What are the barriers that might prevent people from hearing your message, believing it, and deciding to do something about it?

We also discuss 7 key dimensions of messaging regarding rape culture that practitioners in anti-violence prevention identify as especially important for making effective culture change:

1. Teach about consent, especially to young boys and men.
2. Call out media portrayals that support rape culture.
3. Challenge conventional definitions of masculinity.
4. Resist slut-shaming and victim-blaming.
5. Use your words carefully. Choose ones that do not do harm.
6. Take an intersectional approach.
7. Don't be a bystander, instead take appropriate action.
8. Create policies and other conditions that support survivors.

At the end of the introductory session, we assign participants "homework" to get them thinking more about current media campaigns against rape culture and sexual violence on campus, and to begin analyzing them. Ideally, participants could write and share blog posts (or share writing in another way) about campaigns they identify, especially ones they find to be particularly compelling and/or effective.* The idea is to get them thinking about what makes a media campaign interesting, memorable, and effective to them. To help stimulate their thinking, we talked about memes, podcasts,

and other media tools that might not immediately come to mind as anti-violence media examples. If participants write blog posts before the next workshop sessions, facilitators can read the posts in preparation for the activities of the next workshop session.

FOR OUR WORKSHOP, PARTICIPANTS WERE BLOGGING FOR THE COLLEGE COURSE THEY WERE TAKING, SO BLOG CONTRIBUTIONS WERE ALREADY PART OF THEIR CLASSROOM WRITING ASSIGNMENTS.

PARTICIPANT-IDENTIFIED EXAMPLES

PRE-WORKSHOP QUESTIONNAIRES:

We also distributed questionnaires as part of our research process. The questions were designed to determine participants' level of interest in the topic, their level of awareness about the topic, and their expectations and goals for the workshop. Gathering this kind of data can help facilitators and researchers prepare for workshops and evaluate the effectiveness of the workshop to improve future workshops.

PARTICIPANT PRE-WORKSHOP QUESTIONNAIRE

Thanks for participating in our workshop. Before getting started, we'd like to ask you a few questions. It will take approximately 10 minutes to answer this questionnaire. Your participation is optional. Discussions of gender violence may sometimes be uncomfortable. You may stop your participation at any time, without any penalty.

Please note that you must have signed a consent form to participate in this workshop and answer this questionnaire.

1. What are you hoping to learn or gain from the workshop?
2. Have you ever participated in a workshop on topics such as sexual violence, consent or bystander intervention? If yes, what did you like most about it? What did you like least?
3. Based on your own opinion or conversations you've had in your communities, why do you think we haven't yet been successful at ending gender-based sexual violence?
4. On a scale from 1 (not very knowledgeable) to 5 (very knowledgeable) how would you rate your knowledge about issues relating to:

a. Gender norms
   1 2 3 4 5
b. Power as it pertains to gender
   1 2 3 4 5
c. Practices of consent in sexualized contexts
   1 2 3 4 5
d. Safer sex practices
   1 2 3 4 5

e. Bystander interventions in sexualized contexts
   1 2 3 4 5
5. How can the facilitators help you feel comfortable participating in this workshop?

SESSION 2

Assessing Media Messages about Rape Culture and Advocacy Against Sexual Violence (3 hours): In the second session of the workshop participants learn to collaboratively assess existing media campaigns against rape culture and sexual violence on campus, how to identify any gaps in the campaigns they analyze, and they begin to identify their own initial ideas for a media tool.

DO INTRODUCTIONS:

At the start of every workshop session, do introductions of the facilitation team, so everyone remembers who you are and why you are there. Remember to provide your content note and remind participants that there is an active listener/crisis counselor on hand if they need to talk to someone.

Hand out and gather consent forms for participation: since our workshop was part of a research project, we again handed out consent forms for students to read and sign, if they chose to participate. Most of our participants had already filled out their consent forms on the first day of the workshop. Ensure that everyone who chooses to participate in the research aspect of the project has signed a consent form.

Organize students into groups: we assign each of the participants to a

CAMPUS RAPE CULTURE CONTINUED

group (generally between 4-5 people). Groups help facilitate collaborative learning and create less intimidating environments for shy participants to contribute in a smaller group setting. Individuals in the groups decide on a group name.
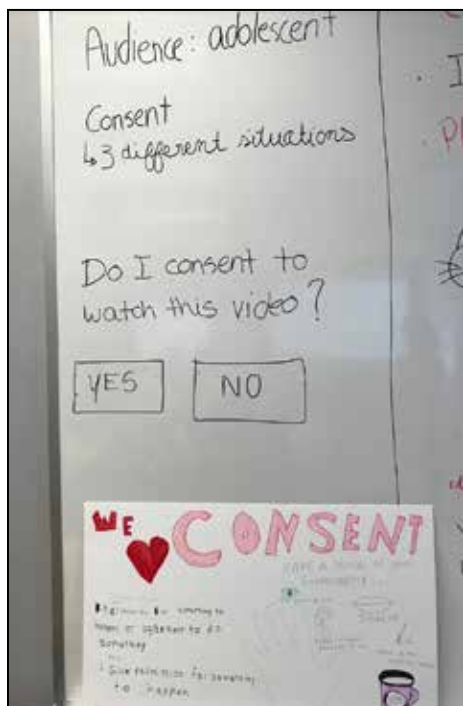
TALK ABOUT RAPE CULTURE AND CONSENT:

As two of the key concepts for our workshops, we set aside time early in the workshop session to discuss the concepts of rape culture and consent, drawing on key definitions from trusted sources. To discuss consent, we spoke about the consent forms they signed, and what it means to have the right to determine one's own participation in a research project, and in other parts of life. Our first video examples for this class session are also specific to consent (see below). We also use an infographic from the Canadian Violence Against Women Learning Network to re-define rape culture. The Network is a good resource for evidence-based information on sexual and gender violence (see http://www.vawlearningnetwork.ca/)
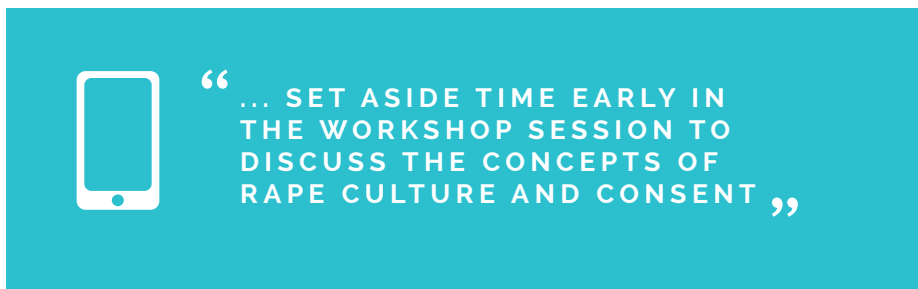

BY CARRIE RENTSCHLER

EXERCISE #1:

Is aimed at analyzing media campaigns against rape culture. To start, have the groups of participants determine who will take notes and who will present their discussion to the whole group at the end of the exercise. Drawing from their homework assignment to review existing media campaigns addressing rape culture, each group chooses one campaign based on their blog posts to focus their analysis for the exercise.

> " ... SET ASIDE TIME EARLY IN THE WORKSHOP SESSION TO DISCUSS THE CONCEPTS OF RAPE CULTURE AND CONSENT "

TO FACILITATE THE EXERCISE, EACH GROUP ANSWERS THE FOLLOWING QUESTIONS:

Each question focuses on a key feature of the media campaign: the issue it addresses, the change it aims to create, the message(s) it conveys, the particular audience it is aimed at, and the kind of media the campaign uses.
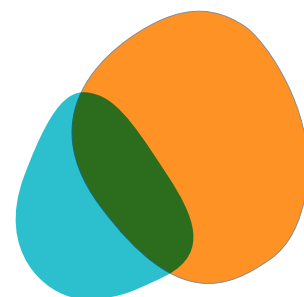
1. Which campaign is the most interesting, powerful or attention-grabbing?
2. What issue(s) did it address?
3. What was the campaign's central message?
4. Who was or were its audience(s)?
5. Which media did it use, and why?
6. What kind of change is the campaign aimed at trying to make? (such as attitude change, a shift in social norms, a change in media representations, teaching people something, convincing people they should care, showing people how to take responsibility, enabling people to connect around a specific issue or incident, protesting something, sharing or giving voice to a specific experience, something else?)

After the groups have their discussions and have things to report on the media campaign they analyse, one facilitator can prompt each group to report while another facilitator takes notes on a whiteboard or chalkboard. In our experience, this large group conversation revealed several counter-arguments and counter-movements that participants were aware of, their consciousness of queer folks, boys, men and male-identified people as survivors of gendered and sexual violence, and a larger critique of the heteronormativity of so much sexual violence prevention material. Additionally, workshop participants focused on the affective and feelings-based dimensions of media campaigns in addition to their messaging content.
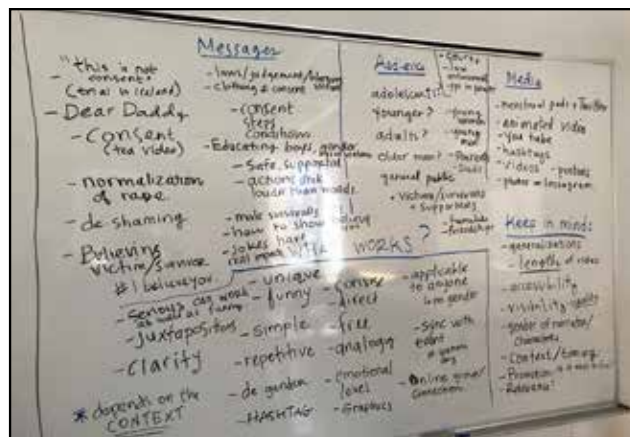
NOTES FROM WORKSHOP DISCUSSION OF MEDIA CAMPAIGN ANALYSIS.

Our workshop participants identified several interesting campaigns in their review of existing media tools addressing rape culture, including hashtags such as #Don'tStandBy #It'sOnUs (from the US), and #Abolish522 (from Lebanon, a campaign to abolish a law that exonerated rapists for their crimes if they married their victim), to installations, videos, posters and memes. A selection is included here:

Posted during International Women's Day 2019, Germany

PARTICIPANT-IDENTIFIED EXAMPLE

CAMPUS RAPE CULTURE CONTINUED

A WHITE DRESS DOESN'T COVER THE RAPE #Abolish522

Woman wrapped in bandages.

PARTICIPANT-IDENTIFIED EXAMPLES

I CAN'T DO IT. IT'S TOO MUCH PRESSURE.

THAT'S OK. WE CAN CUDDLE LIKE BUNNIES INSTEAD.

@DRAWINGSofDOGS

EXERCISE #2:

Plan a Media Campaign Against Rape Culture This exercise models the process through which participants can begin to plan their media campaign, or tool. Following the same model as in Exercise #1, each question you pose to the group focuses on a key feature of the media campaign: the issue it addresses, the change it aims to create, the message(s) it conveys, the particular audience it is aimed at, and the kind of media the campaign uses.

To facilitate this exercise, pose the following questions to participants:

1. What issue(s) do you want to address? What problem can you identify to address?
2. What kind of change do you want to create?
3. What message(s) do you want to convey?
4. Who is your audience?
5. Which media do you want to use? What kind of thing do you want to create (a meme? A podcast? A short video? A skit? Something else?)
6. Ask yourselves: what would be different on campus if your campaign was successful?

Using a handout to help guide the conversation, and using markers and large pieces of poster board, the groups can begin to identify the kind of media tool they are going to design, with what audiences in mind, what kinds of initial messaging, what issue/problem they were hoping to address, and what kind of change they were aiming to make. This part of the session took about 1 hour with an extra 15 minutes for brief presentations from each group identifying the kind of campaign they would flesh out in the next workshop session on designing and pitching a media tool (The time for this can be adjusted accordingly if students answer the questions using less time, more time can be devoted to presentations/discussion).

At the end of the session, groups should be tasked with identifying what campaigns already exist around the issue their media tool will address. This will help to familiarize themselves with what's already been done and how it was done, either to try to mimic it or to do something different. Additionally, group members should also do research related to their issue and their campaign ideas, to identify information that will

inform their campaign and even become part of the media campaign itself (e.g. such as key related statistics on gender violence, or research reports that have been done around the issue they address). Participants can report to each other on the research they do via a shared blog or through google docs or through the creation of a Zotero online bibliography.

In our workshop, participants were given the following instructions to complete a blogging assignment around research for their media tool.
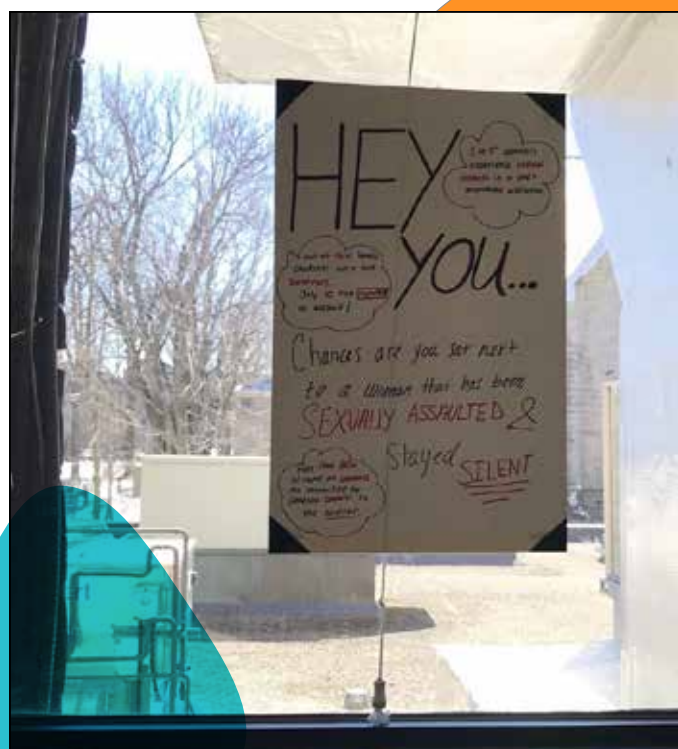
BY CARRIE RENTSCHLER

BLOG 2 INSTRUCTIONS:

Now that you have focussed on a particular issue and media format for your project, take the week to do some additional research. This research can focus on the issue, on your target audience, as well as on similar projects and their impact. Publish your findings to the blog.

Before the next workshop session, facilitators can familiarize themselves with the research the workshop participants have done, and can suggest additional resources.

SESSION 3 DESIGNING AND PITCHING A MEDIA TOOL:

This workshop session builds directly from the prior session, and is organized to help participants flesh out and populate their media tool designs and to develop a pitch for it. Plan on spending 2 hours on the design of the media tool and 1 hour on the pitch preparation and delivery. If you have more time available to you, the prototypes will be more developed and the pitches will be better prepared and practiced. It would be ideal to have one 3-hour session devoted to designing the tool, and another 3-hour session devoted to fine-tuning the tool design and pitching it.

DO INTRODUCTIONS:

Remind everyone again of who you are! Remember to provide your content note and remind participants that there is an active listener/crisis counselor on hand if they need to talk to someone.

DEVELOP THE MEDIA TOOL:

To develop the media tool, provide groups with lots of poster board, colourful markers, post-it notes, poster tac and other materials that will stimulate their creativity and collaborative work processes. To help facilitate the process of designing their media tool, you can provide them with a handout that offers key question prompts to hone their thinking and planning around: the issue they address, the message of their campaign,

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the media they choose to use, who their audience is, and what exact change their campaign is designed to create.

HERE ARE SOME SAMPLE QUESTIONS WE USE TO FACILITATE THE DESIGN PROCESS:

THE ISSUE:

Describe the aspect of rape culture on campus that you have decided to address with your digital media tool. What is the problem you are trying to solve? What information do you need to convey to help people understand why this is a problem? Provide a couple of examples of the issue so that your audience fully understands the problem. Justify why you chose this particular aspect of the issue. Why does it deserve our attention? Why did you choose this aspect over another potential aspect? What is the niche that you are filling?

THE MESSAGE:

What is the message that you are trying to convey with your media tool? Get really specific. How are you framing your message around the needs of your audience, and who they are? What does the audience need to know? What is the best way for them to hear and understand it?

THE MEDIA:

Are there examples of other digital media tools that have tackled this problem? What worked about them and what didn't? Why is your tool unique or better? What about your media tool resonates with your target audience? Why would they pay attention to your message? How will the media tool be used? In what context? For example, would it be released during frosh and directed at incoming students?

OUTCOMES:

What are the goals or objectives of your media tool? What would be different on campus or in the world if your tool was effective?

ANALYSIS:

What are the resources required to create and produce your media tool? What are some of the challenges you might face in producing your tool? What are some of the ethical issues that your tool might raise? Media tools can be used in ways that the designer never intended or anticipated. Are there any foreseeable risks inherent in your tool, such as privacy violations, bullying, etc.?

Using a handout to help guide their planning around the questions above, and using markers and large pieces of poster board, the groups design their media tool. The handout also contains directions for how to prepare a short pitch presentation of their media tool to the group.

A MODEL FOR A SHORT, FOCUSSED AND EXCITING PITCH (THOUGH LESS SCARY!)

PREPARING THE PITCH:

Inspired by the Canadian television program "Dragon's Den" on CBC, where aspiring entrepreneurs pitch their products and businesses to investors, this portion of Exercise #2 pre-

pares participants to "make a pitch" for their media tool. Since our workshop was held in the context of a college classroom and a pitch assignment, we had to insure that each group member had a particular role to play in making the pitch. In cases like this, be sure to ask each group to divide up presentation roles as they prepare. Even if the workshop activity is not part of a class assignment, we think it's a good idea to insure everyone can participate in the pitch, if they are able to and want to.

To help participants prepare their pitch, we offered a few guidelines from a Youtube tip sheet we found online:

Use this handy checklist to create an effective pitch! Remember, it's important to personalize the pitch for you and who you're pitching to, however, you can use these elements as a framework to help you design a pitch!

☐ **INTRODUCTION**: Establish common ground and grab attention.

☐ **BIG IDEA**: What is the main idea or essence of the project?

☐ **WHY**: Who is the target audience and what is your value proposition?

☐ **STATUS**: What is the status of the project?

☐ **THE ASK**: What you are looking for right now? What is success for this pitch?

Once you've addressed these 5 areas, you'll have the framework for a pitch!

PULLED FROM YOUTUBE.COM

In addition to the Youtube tip sheet, we provided groups with 3 specific prompts to organize their pitch:

1. Describe your media tool and what it does. Prepare how you can show your plans/sketch prototype.
2. Explain the problem the media tool addresses and why you've designed as you have.
3. Make the case for why your tool is significant and should be funded/chosen/used.

After participants put together their pitch using their poster board designs and mod-

els, each group had 5 minutes to make their pitch, and another 2-3 minutes for a question and answer session. The 5 minute pitch goes really fast: we used a stopwatch to time the groups so that we did not go over the time allotment for this activity. Ideally you will have time after the groups make their pitches to discuss what people thought worked effectively.

SESSION 4 DE-BRIEFING WORKSHOP SESSION

The debriefing session is meant to be an informal discussion where participants are invited to talk about the workshop experience. They can use the time to reflect critically on both the broader issue of rape culture on campus and the specific workshop experience. This session also provides participants with an opportunity to ask questions to their teacher (if applicable), the facilitators and each other and to talk about any aspects of the issue or the workshop that they are thinking about. It is especially useful to provide participants with the opportunity to reflect on the insights they developed about the role and purpose of various media tools in their lives, the general issue of rape culture on campus and how it specifically impacts their campus and their (new) campus policy (where applicable); it also provides an opportunity to reflect on the potential value of participating in media-based learning. Participants can also discuss how their participation enables them to direct their own learning. Ideally, the session might reveal the kinds of connections participants can make between the media tool project, their own experiences of rape culture, policy at their institution and their future educational plans.

CAMPUS RAPE CULTURE CONTINUED


BY ROLLING STONE MAGAZINE

EVALUATING THE WORKSHOPS:

Evaluation can be an important part of the process of offering and facilitating educational workshops on rape culture. An important aspect of this project is to research the effectiveness of various strategies that are currently being implemented on college and university campuses in support of Bill 151 and related policies to end sexual violence. A key aspect of evaluating the effectiveness of strategy is to create manuals and 'how to' guides that record the curriculum and workshops that are being implemented in order that they can be replicated consistently. As strategies (such as this workshop) are shared and replicated we can ask participants to evaluate the strategies in order to contribute to measuring the impacts. We believe that asking participants to evaluate and assess their own experiences and insights regarding the workshop is an important way in which we can understand whether and how this workshop can effectively provide opportunities for participants to explore and deepen their understanding about the ways in which rape culture plays out in their lives (online and on their own campuses) and the ways in which participant-made media tools might be used to educate and to share alternative perspectives.

POST-WORKSHOP QUESTIONNAIRES:

During the debriefing session, we suggest doing a post-workshop questionnaire as a follow up to the pre-workshop questionnaire, to see how participants report what they learned and how they learned it. Participants may also say things on the questionnaire that they are not as likely to say outloud during the debriefing session, so the questionnaire provides another avenue to receive participant feedback and to gather information on their learning as a result of the workshop activities. We include here one example of a post-workshop questionnaire; it is modifiable to fit your own purposes and your specific workshop content. It combines questions with agree/disagree answers and others that are short-answer.
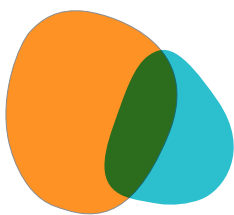
FOR USE IN EDUCATIONAL CLASSROOMS:

If you will be using this curriculum in the context of a school classroom, the following evaluation rubric might be useful for evaluating participants' activities in the workshop. Feel free to modify it to your context and group of participants. This rubric was created by Eric Craven and Maggie Kathwaroon.

GROUP PROJECT: GRADING RUBRIC

For your group project, your team will participate in workshops lead by academics from Concordia and McGill University. The workshops will focus on the effectiveness of materials designed to prevent sexual violence. In addition to learning about existing materials, each group will develop their own media campaign addressing college and university students.

EVALUATION DETAILS EXPLANATION AND JUSTIFICATION OF MEDIA TYPE (GROUP)

Your group's explanation indicates why this media type (podcast, meme, video etc) is the best way to convey the message to fellow students. Include ideas of platforms such as (student portals, Instagram etc). This will be appended to your Media-Tool Plan (below).

/15

DOCUMENT DESCRIBING MEDIA-TOOL PLAN (STORYBOARD, MOOD BOARD, ONE PAGE SUMMARY ETC)

This document briefly expresses all the main elements to the media tool and describes everything needed to begin developing the media tool idea.

/30

ELEVATOR PITCH (GROUP)

Your group's pitch statement demonstrates an outstanding understanding of the concepts discussed in class and effectively links these ideas to explain and justify the group's media tool idea. The statement is clearly articulated and includes both the medium and the message (Media Type and Media Tool, above). This pitch is provided orally, and all group members are expected to participate.

/25

PEER FEEDBACK (INDIVIDUAL)

You are expected to provide substantial high-quality and constructive feedback to other groups. Your feedback shows interest in and thinking on the work of other groups. Feedback will be given during class.

/10

REFLECTION (INDIVIDUAL)

This personal reflection provides a clear and detailed explanation of your group's choices, and reflects upon your experience of the creative and the collaborative processes. The reflection also contains your opinion on whether the piece would be successful and why. Published to class blog.

/20

TOTAL: ..../100

A NOTE ON PARTICIPATION AND GRADING

The group project will take place over 2-3 classes. Because all work will be done in class, you must attend each class. Marks will be deducted commensurate with the absence. For example, if you miss 1 class without a valid reason, your mark will be reduced by 50-33%. If you will be absent for a valid reason, please inform me before the start of class.

Thanks for participating in our workshop. Before getting started, we'd like to ask you a few questions. It will take approximately 10 minutes to answer this question-naire. Your participation is optional. Discussions of gender violence may sometimes be uncomfortable. You may stop your participation at any time, without any penalty.

Please note that you must have signed a consent form to participate in this workshop and answer this questionnaire.

1. What are you hoping to learn or gain from the workshop?

   _____

   _____

2. Have you ever participated in a workshop on topics such as sexual violence, consent or bystander intervention? If yes, what did you like most about it? What did you like least?

   _____

   _____

3. Based on your own opinion or conversations you've had in your communities, why do you think we haven't yet been successful at ending gender-based sexual violence?

   _____

   _____

4. On a scale from 1 (not very knowledgeable) to 5 (very knowledgeable) how would you rate your knowledge about issues relating to:

   a. Gender norms
         1   2   3   4   5

   b. Power as it pertains to gender
         1   2   3   4   5

   c. Practices of consent in sexualized contexts
         1   2   3   4   5

   d. Safer sex practices
         1   2   3   4   5

   e. Bystander interventions in sexualized contexts
         1   2   3   4   5

5. How can the facilitators help you feel comfortable participating in this workshop?

   _____

   _____

PARTICIPANT POST-WORKSHOP QUESTIONNAIRE

Thank you for participating in our workshop. We'd like to ask you a few questions about your experience. It will take approximately 10 minutes to answer this question-naire. Your participation is optional. Discussions of gender violence may sometimes be uncomfortable. You may stop your participation at any time, without any penalty.

Please note that you must have signed a consent form and you must have partici-pated in the workshop to answer this questionnaire.

1. Did this media-tool workshop was useful in providing a space to discuss and explore issues surrounding rape culture on campus?

☐ Strongly Agree that this media-tool workshop was useful in providing a space to discuss and explore issues surrounding rape culture on campus

☐ Agree that this media-tool workshop was useful in providing a space to discuss and explore issues surrounding rape culture on campus

☐ Neither Agree nor Disagree that this media-tool workshop was useful in providing a space to discuss and explore issues surrounding rape culture on campus

☐ Disagree that this media-tool workshop was useful in providing a space to discuss and explore issues surrounding rape culture on campus

☐ Strongly Disagree that this media-tool workshop was useful in providing a space to discuss and explore issues surrounding rape culture on campus

COMMENTS:

f. Did planning a media-tool to address rape culture on campus facilitate a practical, real-world, or action orientated understanding of the issues?

☐ Strongly Agree that planning a media-tool to address rape culture on campus facilitated a practical, real-world, or action orientated understanding of the issues.

☐ Agree that planning a media-tool to address rape culture on campus facilitated a practical, real-world, or action orientated understanding of the issues

☐ Neither Agree nor Disagree that planning a media-tool to address rape culture on campus facilitated a practical, real-world, or action orientated understanding of the issues.

☐ Disagree that planning a media-tool to address rape culture on campus facilitated a practical, real-world, or action orientated understanding of the issues

☐ Strongly Disagree that planning a media-tool to address rape culture on campus facilitated a practical, real-world, or action orientated understanding of the issues.

COMMENTS: _____

_____

_____

_____

2. Did working in groups to develop a media-tool, and hearing other groups present their media tool, help you to better understand the scope of rape culture?

☐ Strongly Agree that working in groups to develop a media-tool, and hearing other groups present their media tool, helped me to better understand the scope of rape culture.

☐ Agree that working in groups to develop a media-tool, and hearing other groups present their media tool, helped me to better understand the scope of rape culture.

☐ Neither Agree nor Disagree that working in groups to develop a media-tool, and hearing other groups present their media tool, helped me to better understand the scope of rape culture.

☐ Disagree that working in groups to develop a media-tool, and hearing other groups present their media tool, helped me to better understand the scope of rape culture.

☐ Strongly Disagree that working in groups to develop a media-tool, and hearing other groups present their media tool, helped me to better understand the scope of rape culture.

COMMENTS:

_____

_____

_____

3. Did this media-tool workshop help you to understand which groups of people are impacted by rape culture and in which ways?

☐ Strongly Agree that professional development activities contribute to employee development and overall productivity.

☐ Agree that professional development activities contribute to employee development and overall productivity.

☐ I Neither Agree nor Disagreethat professional development activities contribute to employee development and overall productivity.

☐ Disagree that professional development activities contribute to employee development and overall productivity.

☐ Strongly Disagree that professional development activities contribute to employee development and overall productivity.

COMMENTS: _____

_____

_____

_____

4. Did the media-tool workshop help you to develop a deeper more complex understanding of rape culture on campus?

☐ Yes
☐ No

COMMENTS: _____

_____

_____

_____

5. In what ways did developing a media tool provide opportunities for learning about rape culture? Please write your answers.

_____

_____

_____

_____

6. What are you taking away from the workshop? What have you learned or what insights have you gained? Please write your answers.

    _____
    _____
    _____
    _____
    _____
    _____
    _____

7. Is there anything that you would have wanted to have discussed or covered in the workshop that wasn't included? Please write your answers.

    _____
    _____
    _____
    _____
    _____
    _____
    _____

8. What is one thing that you learned at the workshop that you didn't know before participating? Please write your answer.

    _____
    _____
    _____
    _____
    _____
    _____
    _____

9. How could this workshop be improved?
    Please write your answer.

    _____
    _____
    _____
    _____
    _____
    _____

10. In your opinion, how has your knowledge changed after the workshop? Please let us know.

    _____
    _____
    _____
    _____
    _____