

# Training to tackle Lad Culture

## Sharing learning and practice from the Lad Culture Strategy Pilot Unions

### Introduction

Clear and robust policies which outline values and procedures are important but require the educational community to have the knowledge and skills to act in situations to put those policies into practice. This briefing will share how two Pilot Unions used training to do this.

When designing any kind of training following the stages of the Training Cycle will ensure that you are developing and delivering content that matches the needs of your audience. This guidance will explore how Warwick Students' Union and Oxford University Students' Union went about developing their training at the different stages of this cycle.



Oxford University Students' Union delivered first respondent training and Sexual Consent Facilitator Training. Warwick Students' Union delivered I <3 Consent Workshops and also I <3 Consent Train the Trainer. The responses are written by Lucy Delaney, Full Time Women's Officer at University of Oxford University Students' Union, and by Luke Pilot, Full Time Welfare and Campaigns Officer at Warwick Students' Union



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## Identifying Needs and Planning

### Who was the training targeted at and why?

**Lucy:** FR Training - It was important to train people with Welfare remits in First Respondent Training because we found they were frequently receiving disclosures of sexual violence, so training targeted at any student wanting to come forward with a disclosure. It is also likely that there will be more disclosures in/shortly after fresher's week so good to train fresher's committees. We identified training needs and content from low reporting figures and anecdotes about many people especially people in elected welfare or liberation positions not knowing what to do when a student discloses to them. This related to our work in tackling lad culture by believing survivors, not minimising their experiences and providing members of the community with the tools to signpost them in the right direction.

**SC Workshops** - Facilitator Training targeted at as many people as possible – specifically women's officers, welfare officers and anyone involved in fresher's week planning. Actual workshops aimed at all fresher's – to start conversation about consent. This was identified as a way to tackle lad culture by reducing the taboo on consent and in the long term, reducing sexual violence and encouraging more people to speak up and survivors to come forward. We identified training needs and content from anecdotes about mythical 'grey areas'.

**Luke:** I <3 Consent classes were predominantly aimed at Societies and Sports Clubs executive committee members. While the workshops were open to anyone to attend, we highly encouraged exec members to attend with the view that these students were best placed to disseminate the information and messages they learned in the workshops throughout the students in their Societies and Sports clubs. This has been indicated by societies and sports clubs who went on to organise and run their own consent workshops. We also found this useful as much of the rhetoric around

sports clubs and the negative criticisms of the I <3 Consent workshops and Lad Culture Pilot is that the schemes blame men in sports clubs. We found targeting sports clubs and societies a useful way to debunk this myth and convey the message that actually, issues with lad culture, consent and sexual violence permeate all aspects of society, but that sports clubs do foster elements of this in their communities.

The I <3 Consent workshops help tackle lad culture by starting an inclusive, body- and sex-positive discussion about consent, the intricacies of which may not be clear to everyone. The workshops focus on making students more sensitive to very real concerns about consent and provide a safe-space to ask the questions many students would feel uncomfortable asking anywhere else. The workshops have also been empowering for many students and have led to a culture of challenging the stereotypes, stigmas and misconceptions plaguing the cultures in societies and sports clubs which have made them inaccessible for some students and have made students feel unsafe.

### Was attendance compulsory?

**Lucy:** Training was compulsory but strongly encouraged for every women's and welfare officer due to lack of support in colleges and prevalence of sexual violence and disclosures ('strongly encouraged' rather than made compulsory because I don't want to make anyone who is triggered by these issues to attend training).

Encouraged people to attend by emphasising positive competition between colleges, stating how it will make job easier, and emphasising positives of CV experience.

The Sexual Consent Workshops themselves were compulsory in all Junior Common Rooms (and as many Graduate Common Rooms as possible) because the sort of people who wouldn't attend one ordinarily would need it most. However, people could email beforehand to exempt themselves from a discussion if they think they will be triggered. It is also written into the workshops as a rule that anyone can leave at any time, no questions asked, and idea of leaving is normalized because of that.

**Luke:** Attendance at the workshops was not mandatory. However, the Union requested, and urged, that at least 2 members of every society and sports club should attend a workshop.

Attendance was voluntary for 2 reasons. Compulsory training would have resulted in a significant proportion of students having to attend workshops. The volunteer group neither had the numbers nor the resources to do this and we feared the quality and consistency of the workshops would be compromised in groups that were too big. It was also voluntary because we believed fostering a culture of consent on campus included not forcing students to attend the workshops.

## Designing Training

### What were the aims and objectives of the training?

#### Warwick Students' Union

The training aimed to provide:

- A safe space for the discussion of often difficult and stigmatised topics
- Debunking myths around consent and sexual violence
- Stimulating conversation about consent
- Stimulating remuneration on liberation issues within consent
- Giving attendees the knowledge and skills to feedback this information to others effectively
- Empowering attendees to champion consent
- Equip attendees with ideas of how to disseminate this information through their own social circles

#### Oxford Students' Union

Sexual Consent Workshops:

Ultimate long term aim: to prevent sexual violence and encourage survivors to come forward (if they want to) and get the support they need.

Short term aims of the training were to:

- start a conversation/break the taboo on consent and sexual violence,
- believe that rape culture is a thing, and to change culture.

### What process did you go through to design the training?

**Luke:** The training was based heavily on content and steering from NUS. The Women's officer at Warwick, and some colleagues, received this training and then pitched the campaign to SU Council for funding and backing. Collaboration with the SU Campaigns Coordinator resulted in a coordinated group of volunteers and a sustained campaign with the Societies Committee to gain traction and resultant attendance at the coordinated workshops. Through the collaboration with the SU, a code of conduct was formulated and limitations on the actions of the volunteers were recommended (i.e. knowing when one can no longer support a student during disclosure).

**Lucy:** The Training was initially written and then sent out to stakeholder groups for feedback, particularly around clarity as the plan had to be used by facilitators. We developed scenarios which were chosen and written based on common anecdotal experiences of women students at Oxford University. These scenarios were then used as discussion points in the training to draw out peoples understanding and for people to hear others perspectives to develop their own thinking.

## Facilitating Learning

### Who delivered the training?

**Luke:** Students trained to run the workshops delivered said training. These were students volunteering of their own accord. For most of the volunteers, the first workshop they run is the first time they have ever delivered any kind of training, but the training they receive includes practice in running different exercises and delivery of information. There was no official reflection required by volunteers on the workshops they delivered, but anecdotal evidence suggests volunteers found the experience positive. Funding was used for the first round of workshops, for materials and various expenses.

**Lucy:** I delivered the training, and also trained up It Happens Here committee, the Graduate Women's Officer and part time Women's Campaign Officers to deliver training. They have experience in sexual consent workshop training, they're not paid. The materials funded through my women's officer budget.

### Do you have any tips for facilitating discussion in the training?

**Luke:** Organise students into small groups as opposed to encouraging discussion within the entire group. Smaller groups allow students to have more space to speak and also feel more confident with fewer people staring at them. Provide exercises with guidance on how to respond and which require feedback from multiple spokespersons from within these smaller groups. Exercises which require creativity and drawing often make students feel more comfortable contributing and have superior engagement compared to other tasks.

## Assessing Learning

### How did you measure outcomes and impact of training?

**Luke:** Every attendee at a workshop was required to complete a feedback form, collecting information on whether attendees:

- Understood consent before the class
- Gained a better understanding of consent because of the workshop
- Felt the workshop facilitated a safe space
- Felt the workshop was not heteronormative
- Felt engaged
- Thought workshop attendance should be compulsory
- Would recommend the workshop to others

The form also asked attendees what they thought the most useful part of the workshop was and how they thought it could be improved.

Volunteers who attended training in order to become volunteers completed the same form and were fed into the content and structure of the training.

We also recorded which attendees and volunteers organised their own workshops for their own societies and sports clubs.

**Lucy:** We received emailed feedback from attendees of the facilitator training and face to face feedback of FR about how they have been able to respond to disclosures. In the workshops themselves we left 5 mins at the end of the session for participants to fill in, tear off and give in evaluation section at back of booklet. These are all collected and given to VP Women who analyses

data and from that makes changes to materials. In 2014 all the data was collected, analysed, then published – 98% participants thought session was useful and about 80-90% said they could explain the importance of consent to a friend. This data and feedback then informed the changes made to the 2015 workshops. Anecdotally, there has been a huge increase in discussions of consent and sexual violence on campus. SC workshops then picked up by the national media and publicised widely.

### What impact has the training had?

**Luke:** The Women's and Men's Hockey teams have been exceptionally involved and have championed consent education by having multiple exec members trained to run the workshops and organising their own workshops for their club members. The SU Women's Officer blog on the Union website featured guest blogs from Men's and Women's Hockey workshop volunteers.

The Autumn Term at Warwick saw a controversy around consent workshops reach national attention, when a student wrote an article condemning the fact they had been invited to one and criticising them and the role they supposedly play in stigmatising men. While this chimed with some, the majority of students reeled against this opinion and the original article received angry backlash. The SU Women's Officer wrote a response which was widely applauded and consensus arose that the consent workshops were a positive project. This controversy led to an increased interest in the workshops and no doubt contributed to the high turnout the workshops experienced.

## Review and Evaluation

### How did you use evaluation to develop the training?

**Luke:** After trialling the first round of workshops, the volunteers used feedback forms completed by all attendees to assess the accessibility of the workshops, the breadth of the content and the efficacy of the volunteers and the workshops as a whole. This led to volunteers creating new activities, adding more diverse content and editing the PowerPoint presentation.

A workshop was also trialled on members of the University's Residential Life Team (RLT) staff members who live in University halls of accommodation and support students living in their block. After significant feedback from the RLT, different access needs and a different approach was acknowledged for the RLT. As such, disclosure training, with a sexual consent and sexual violence focus was requested and delivered by external trainers.