

## Campaign Development Session

<b>Name</b>	Campaign Development Session
<b>Target Group</b>	Students (18-25) and Student Union representatives from third-level institutes
<b>Outcomes</b>	The Campaign Development Session is intended as a creative design process to inform and innovate an engaging campaign to raise awareness of the impact of sexual violence and harassment on students, and to identify messages to move towards a culture of zero tolerance. The session acknowledges that students are the experts in their own experiences, and therefore aims to ensure that student voices form the heart of the campaign.
<b>Duration</b>	One day (six hours)
<b>Delivery Mode</b>	The session is delivered as a face-to-face, group session. The larger body is divided into smaller groups during parts of the session.
<b>Facilitators</b>	The campaign development session requires two facilitators to work and interact with students throughout. Facilitators should be active on the campaign and its implementation. At least one facilitator should have a strong understanding of sexual violence and harassment issues. A member of the creative design team of the campaign should also be present.

Key Content	Objectives
Embedding design thinking in a campaign	<p>Students explore and understand the issues around sexual violence and harassment (SVH), and the needs of those affected.</p> <p>Students are empowered to define these issues and generate ideas for a campaign around them, ensuring a diversity of student voices and experiences are represented within these.</p>
Developing resources and material	Students discuss concepts and visually design ideas for potential campaign resources, such as posters or badges. Students consider ways of relating and communicating key issues and messages throughout campaign material.
Producing a campaign video	Students produce short videos which relate to issues or experiences of SVH and convey means of creating culture change around them.



<b>Notes on Participation</b>	
<b>Setting Ground Rules</b>	Facilitators should emphasise that the session values respectful participation, allowing others to speak, taking an open-minded approach to discussions, and creating a safe space for ideas to be shared. Confidentiality is also extremely important. Facilitators should ask the group to add to this list to ensure that students help to shape the space for the session also.
<b>Respecting the Subject Matter</b>	<p>The session touches on what can be difficult subject matter. Although recognising that students may have personal experience of SVH, facilitators should reinforce with the group that nobody is being asked to share their personal experience or to participate beyond a level that they personally are not comfortable with; all students are free to leave the session at any point they feel they need to. As the session focuses on teamwork, the space is to be kept free from judgement, and confidentiality is paramount: highlight that, if anybody does share a personal experience, it is not to go beyond the room.</p> <p>Remind students of the dynamics of societal relationships. Some ideas or proposals being discussed may at first seem insensitive. However, this can be part of the creative process, and doesn't mean anything personal or negative. It is ok to have fun and to be funny without it being a personal opinion.</p> <p>Make students aware that, if they find any aspect of the session challenging, they are very welcome to speak to the facilitators privately at any point.</p>



Stage	Activity	Materials	Timing
<b>Introductions and Overview</b>			
<b>Housekeeping</b>	<p>Give an overview of the session format, detailing practicalities such as timing, breaks, bathroom locations, and any health and safety or fire procedures etc.</p> <p>Explain the session objectives and underscore the ground rules for participation.</p> <p>Remind participants that taking part is safe and confidential, and support is available to anyone who needs it at any time throughout the session.</p>	<p>Flipchart paper and markers for writing down the ground rules.</p> <p>Blutac for sticking flipchart paper to the wall for duration of session.</p>	<b>5 minutes</b>
<b>Icebreaker</b>	<p>Break participants into pairs, giving them two minutes each to introduce themselves to one another. After a few minutes, bring the group back together.</p> <p>Each partner then introduces the other to the main group, including one interesting or unusual fact about the other person in their introduction.</p>		<b>10 minutes</b>
<b>Warming Up</b>	<p>Split participants into small groups to brainstorm, combining two or more icons to create an invention.</p> <p>For example, take the two icons of a dog and a house to create a virtual reality headset, a virtual reality programme for dogs so that they can connect and play with other dogs so they're not lonely when their owners are away.</p> <p>Ask participants to share their inventions with the main group.</p>	<p>Projector / laptop for showing presentation, with slide explaining activity</p> <p>Post-It notes for documenting inventions</p> <p>Flip chart paper to stick notes onto</p>	<b>20 minutes</b>



## Exploring Design Thinking

<p><b>Explaining the concept</b></p>	<p>Discuss the background and concept of design thinking. Explain the phases of the design thinking process:</p> <ul style="list-style-type: none"> <li>• Empathise – explore needs of and practice empathy with audience</li> <li>• Define – identify audience’s problem and explore insights into it</li> <li>• Ideate – challenge assumptions and create ideas for innovative solutions to the problem</li> <li>• Prototype – generate solutions</li> <li>• Test – implement and analyse solutions.</li> </ul> <p>Briefly introduce IDEO and its concept of participative creativity. Underline the democratic, interactive nature of this approach in not appointing leaders.</p> <p>If there is time, play an introductory video  <a href="https://www.youtube.com/watch?v=W6EgoiPxNDs">https://www.youtube.com/watch?v=W6EgoiPxNDs</a></p>	<p>Projector / laptop for playing presentation with slide on design thinking and for screening video</p>	<p><b>10 minutes without video</b></p> <p><b>25 minutes with video</b></p>
<p><b>Applying the concept</b></p>	<p>Break participants into smaller groups to apply a design thinking process to a sample problem or issue, inviting groups to come up with solutions to it.</p> <p>Demonstrate how groups can practically apply design thinking concepts:</p> <ul style="list-style-type: none"> <li>• Empathise – outline and empathise with the needs of the target group</li> <li>• Define – determine and characterise the problem</li> <li>• Ideate – generate ideas as a group, writing these on Post-It notes</li> <li>• Prototype – create your solution as a group</li> <li>• Test – present prototype to the main group and get feedback.</li> </ul>	<p>Post-it notes</p>	<p><b>10 minutes</b></p>



## Developing Campaign Material

<p><b>Designing a poster</b></p>	<p>Explain the target audiences for campaign posters, such as:</p> <ul style="list-style-type: none"> <li>• Perpetrators of SVH</li> <li>• Bystanders</li> <li>• Family and friends of a SVH survivor, or a person who they might disclose to</li> <li>• Wider society</li> </ul> <p>Divide participants into groups to brainstorm concepts and create slogans for one of the poster audiences each, using the various phases of design thinking process. Give groups Post-It notes to document their ideas as they go along.</p> <p>Ask groups to design the posters visually, using flipchart paper to lay them out. Provide markers, magazines, and newspapers for them to collect ideas and images to use.</p> <p>Invite each group to present their poster: facilitate discussion and feedback on each.</p>	<p>Coloured Post-It Notes</p> <p>Flipchart paper</p> <p>Markers</p> <p>Magazines and newspapers</p>	<p><b>1 hour</b></p>
<p><b>Developing other materials</b></p>	<p>Divide participants into groups to design other campaign materials, such as:</p> <ul style="list-style-type: none"> <li>• Postcards or palmcards</li> <li>• Bookmarks</li> <li>• Lottery cards</li> <li>• Notebooks</li> <li>• Digital assets</li> <li>• Wildcard (innovative ideas from the group)</li> </ul> <p>Materials can relate to a range of SVH issues and perspectives (consent, bystander approaches, victim-blaming, sexist comments etc).</p> <p>Invite the groups to use the design thinking process to brainstorm, prototype, and present ideas back to participants.</p>	<p>Notebooks</p> <p>Paper</p> <p>Craft materials</p> <p>Flipchart paper</p> <p>Pens</p>	<p><b>1 hour</b></p>



## BREAK

### Developing a Campaign Video

<p><b>Brainstorming video ideas</b></p>	<p>Divide participants into groups to brainstorm and script a short campaign video, according to design thinking concepts. Groups should be aiming for videos of 1.30 minutes in length.</p> <p>Videos should address some key SVH issues and messages, such as:</p> <ul style="list-style-type: none"> <li>• How women experience SVH throughout their lives: it is not a once-off experience or issue</li> <li>• Diverse experiences of survivors of SVH</li> <li>• Support for survivors of SVH</li> <li>• Consent and need for proactive understanding of it</li> <li>• Bystander approaches and calling out/not colluding with SVH behaviours</li> </ul>	<p>Paper</p> <p>Post-It notes</p> <p>Markers</p>	
<p><b>Producing a video</b></p>	<p>Ask groups to film their video ideas. Invite participants to use different locations for their video and to leave the building for filming if needed.</p> <p>Provide a laptop with basic editing software (e.g. Windows Moviemaker) for each group.</p> <p>Participants can shoot the film on their smartphones, filming as a roleplay in one take or producing short segments to edit together on the laptop.</p> <p>Play the videos back to the participants, facilitating feedback and discussion.</p>	<p>Props</p> <p>Laptop (with basic editing software, such as Windows Movie Maker) for each group</p> <p>USB cable(s) to transfer footage from phones to laptops</p>	<p><b>2 hours</b></p>



<b>Closing</b>			
<b>Evaluation</b>	Use a 'Stop, Start, Continue' exercise for evaluation. <ul style="list-style-type: none"> <li>• Write three headings of 'Stop', 'Start' and 'Continue' on large Post-It notes, leaving these on a table.</li> <li>• Invite participants to write what actions or messages they would like to see stopped, started or continued with the campaign.</li> <li>• Ask participants to leave their responses under the relevant headings on the table.</li> <li>• Facilitate a short feedback and discussion on the responses.</li> </ul>	Post-It Notes  Pens  Markers	<b>10 minutes</b>
<b>Safety and Support</b>	Remind participants of key internal and external advice and support services	Projector and laptop  Slide with contact details of support services	<b>5 minutes</b>

